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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS. PART ONE, DISTRIBUTION OF PUPILS, FALL, 1966.

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THIS CENSUS OF THE RACIAL AND ETHNIC DISTRIBUTION OF PUBLIC SCHOOL CHILDREN IN CALIFORNIA WAS PREPARED IN ORDER TO DETERMINE THE EXTENT OF COMPLIANCE WITH THE LAWS, POLICIES, AND REGULATIONS OF THE GOVERNING RACIAL AND ETHNIC BALANCE. IT IS ALSO TO BE USED AS A FRAME OF REFERENCE FOR COMPENSATORY EDUCATION, EQUAL EDUCATIONAL OPPORTUNITIES, AND EQUAL EMPLOYMENT OPPORTUNITY IN EDUCATION. FINDINGS ARE PRESENTED ON THE DISTRIBUTION AND DE FACTO SEGREGATION OF SPANISH SURNAME, OTHER WHITE, NEGRO, ORIENTAL, AMERICAN INDIAN, AND OTHER NONWHITE PUPILS. THE DATA ARE PRESENTED IN THE TEXT IN TABLES AND IN GRAPHS. (NH)

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS

Part One: Distribution of Pupils Fall, 1966

UD 005 806

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY—SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS

Part One: Distribution of Pupils

UD 005 806

Prepared in the

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS

Fall, 1966

PART ONE: DISTRIBUTION OF PUPILS

I. INTRODUCTION

A. Purposes and scope. This report of the distribution of pupils in the public schools of California has been prepared from data submitted by officials of the school districts and by county superintendents of schools in the first racial and ethnic survey conducted by the State Department of Education.

The survey was made at the direction of the State Board of Education for the purpose of providing information to the Commission on Equal Opportunities in Education and the Department of Education concerning the racial and ethnic composition of the schools, in order to determine compliance with State law, policies and regulations.

In addition to this report on the distribution of pupils, a report is being prepared on the distribution of certificated and other employees of school districts and of county superintendents of schools.

Data obtained in the survey will be used in further research, evaluation, planning and reports in connection with compensatory education, equal educational opportunities, and equal employment opportunities in education.

More than 5.2 million pupils and 290,000 employees were counted in district and county schools from kindergarten through grade 12, and in the junior colleges. With the assistance of the Bureau of Systems and Data Processing, information has been developed concerning the numbers, percentages and locations of majority and minority racial and ethnic groups in the public schools, and the differences in racial and ethnic composition which characterize schools locally as "majority", mixed", or "minority".

The Commission on Equal Opportunities in Education, after analyzing this information, will make recommendations to the Board of Education to implement the State policies of avoiding and eliminating segregation of pupils and promoting equality of opportunity.

B. Background of the survey. In 1963 the California School Boards Association undertook a voluntary survey of problems and practices regarding ethnic imbalances in California schools, and sought to obtain a racial and ethnic count of pupils and staff throughout the state. Questionnaires were mailed to all school districts during February 1964. Responses were received from 840 of 1,511 operating districts, which had 42.8 percent of the total state enrollment.

It was found that 12 percent of 818 responding districts had made a prior count of pupils and 6 percent of 793 responding districts had made a count of teachers. In the School Boards Association report,* the survey advisory committee recommended that "school districts be encouraged to analyze the extent of racial imbalance in their districts and take steps to ameliorate any imbalances which are found to exist," and that "to determine present numbers of students of various racial and ethnic groups and to determine these numbers at least bi-annually should be a basic practice of all California school districts."

Although several large districts made such surveys and published the results, others did not. During 1965 the Commission on Equal Opportunities in Education advised the State Board of Education that relatively few of the requests it had received for advice and assistance in problems involving the ethnic distribution of pupils and school attendance areas were initiated by school districts in the early stages of such problems. The Commission told the Board that lack of information concerning the ethnic composition of schools prevented the Commission and the Department of Education from determining compliance with the Board's policies and regulations and from carrying out the mandate of the Board through planning, research and diagnosis of problems before they became acute.

The Board, in December 1965, directed the Department of Education to devise procedures for obtaining a periodic racial and ethnic survey of pupils and staff in each public school, and reports of the plans of local districts affecting ethnic balance of pupils and the employment and assignment of minority personnel. The procedures, which were discussed with officials of a number of school districts and revised in accordance with their suggestions, were approved by the Board in April 1966. The survey was conducted in October. This is the first report of the findings.

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*A Survey of Problems and Practices Regarding Ethnic Imbalances in California Schools, by the California School Boards Association, June 1965 (published and distributed by the Vallejo Unified School District, Vallejo, California).

C. Procedures and extent of coverage. A one-page report form, CE-IR-1, was distributed in triplicate to school districts, through county superintendents of schools, for completion in each elementary or secondary school. The same form was used to report the composite tally of pupils and employees in each district, and the pupils, if any, and staff under the direct jurisdiction of each county superintendent of schools. A similar report form, CE-IR-2, was completed in each junior college and the office of each junior college district.

The forms were distributed at the same time as those for the Department of Education's Fall enrollment report, and instructions were to make a "head count" as of the end of the first school month, Fall 1966. Reports were to be submitted in duplicate to county superintendents of schools, who were to forward one of the copies to the Bureau of Intergroup Relations.

Although this was a new type of report, and questions were asked in some districts concerning the procedures or even the propriety of the survey, nearly all districts responded promptly and there was excellent cooperation by county superintendents. All reports were reviewed and transmitted to the Bureau of Systems and Data Processing by December 15.

Only six of California's 1,162 operating elementary, high school and unified school districts declined to participate in the survey. Enrollment in those districts comprised 56,398 pupils, or less than 1.2 percent of the state enrollment at those levels. All junior colleges participated.

Differences between the number of pupils counted in the survey and in the regular enrollment reports were extremely small, amounting to .2 percent at the elementary and high school level, and .03 percent at the junior college level. Except for the pupils in the six non-participating districts, the survey covers the entire enrollment in California public schools at the time.

D. Racial and ethnic group categories. Racial and ethnic group categories, as defined in the directions provided on the report forms, are:

Spanish surname: Mexican Americans, other Latin Americans, persons of Spanish descent;

Other white: All Caucasians not counted under Spanish surname;

Negro: Those recognized visually as of African or Negroid descent;

Chinese, Japanese, Korean: Those recognized visually or by surname as of descent from those Asian groups;

American Indian: Those known to be of Indian descent and so identified in school or community;

Other nonwhite: Filipinos, Polynesians, Asians other than Chinese, Japanese or Korean.

Other definitions included:

Adult pupils. Defined by Education Code, Section 5756;

Pupils enrolled in special education: Those counted separately as such in the Fall enrollment report.

A section on "Advice to Persons Dealing with Racial and Ethnic Data", from the instructions, is included in the Appendix of this report. Instructions were, briefly, that "racial and ethnic group categories, for purposes of this report, are mutually exclusive. Count the pupil or employee in the category in which you believe his associates would ordinarily place him, based on visual observation or surname."

It will be noted that no school or district is identified by name in this report. The facts are presented in terms of the state as a whole, of the counties, and of groups of districts which share certain characteristics. Even the eight largest districts (those of more than 50,000 enrollment) are designated without naming them. Responsibility for dealing with the educational and social implications of these findings is borne by the local districts, and requests for local information should be addressed to them.

E. Need for further study. This report on the distribution of pupils, and the forthcoming report on the distribution of certificated and other employees, merely summarize the most evident facts which emerge from processing the survey data. Racial and ethnic information about the public school system is now available for the first time on such a broad scale. It should have unique value for educators and others seeking to meet the needs of children and society in a time of movement and change. Further study by qualified persons will be required to make correlations with other data and thus facilitate more effective instruction, better school organization, and other changes to improve educational opportunities in California.

NOTE: Unless otherwise indicated, the following sections are concerned with pupils in graded classes, K-12. Adult pupils, pupils enrolled in special education, and junior college students were counted, but to include them in the discussion would complicate it unnecessarily.

II. SUMMARY OF FINDINGS

A. Six racial and ethnic groups in the schools

1. Spanish surname

562,943 pupils (13.30 percent of the total in grades K-12)

Three counties have more than half of the state's Spanish surname pupils (Los Angeles, Santa Clara, Fresno). Ten have more than three-quarters of them (Los Angeles, Santa Clara, Fresno, San Diego, Orange, San Bernardino, Alameda, Riverside, Ventura, Kern).

Fewer than 100 Spanish surname pupils each were reported in 11 counties, and none in one county.

The metropolitan counties have 85 percent of all Spanish surname pupils. The southern counties have 64 percent.

Although Spanish surname pupils are distributed fairly evenly in districts of all sizes of enrollment, 63 percent go to school in districts of 10,000 or more enrollment.

Their junior college enrollment is relatively low (7.42 percent compared with 13.30 percent in the K-12 schools).

In the low-income, low-achievement schools designated for special aid under Senate Bill 28, the percentage of Spanish surname pupils is two-and-a-half times that in all other elementary schools (31.15 compared with 12.82 percent). Of the total number of Spanish surname elementary pupils in the state, 14.2 percent are enrolled in these schools.

In compensatory education target elementary schools (Title I, Elementary and Secondary Education Act), Spanish surname pupils comprise 21.54 percent of the enrollment. Forty-eight percent of all Spanish surname elementary pupils in the state attend these target schools.

2. Other white

3,200,496 pupils (75.65 percent of the total in grades K-12)

Four counties have more than half of the statewide enrollment of this group (Los Angeles, Orange, San Diego and Santa Clara). Three-quarters of the "other white" enrollment is in 11 counties (Los Angeles, Orange, San Diego, Santa Clara, Alameda, Contra Costa, Sacramento, San Bernardino, San Mateo, Riverside, Ventura).

Anglo Caucasian pupils are enrolled in every county. Three counties have fewer than one thousand (Mono, Sierra, Alpine).

The non-metropolitan counties have a higher percentage of "other whites", but fewer than 17 percent of their total number is found in those counties. About 58 percent of the state's "other white" enrollment is in the southern counties. This is nearly the same as the south's percentage of all pupils.

Only in the largest districts (enrollment more than 50,000) is the percentage of Anglo Caucasian pupils below the state average (61.40 compared with 75.65 percent).

Junior college enrollment of this group is above that in the K-12 schools (83.72 compared with 75.65 percent).

Low-income, low-achievement, special aid schools (Senate Bill 28) have 12.5 percent "other white" enrollment, compared with 79.5 percent in all other elementary schools. Of the total number of "other white" elementary pupils in the state, 1 percent are in Senate Bill 28 schools, which have 43.5 percent of all the Negro elementary pupils and 16.8 percent of all the Spanish surname pupils.

In compensatory education target elementary schools (Title I, Elementary and Secondary Education Act), the percentage of "other whites" is 64.82, compared with 80.02 in all other elementary schools. About 27 percent of all "other white" elementary pupils attend Title I target schools.

3. Negro

340,833 pupils (8.05 percent of the total in grades K-12)

Los Angeles County has more than half of the state's Negro pupils. Five counties have 78 percent of them (Los Angeles, Alameda, San Francisco, San Diego, Contra Costa).

Fewer than 100 Negro pupils each were reported in 20 counties, and none in four.

The metropolitan counties have 95 percent of all Negro pupils. The southern counties have 63 percent.

Districts of more than 50,000 enrollment have 63 percent of all Negro pupils. Districts of 10,000 or more enrollment have 88 percent of all Negro pupils.

Negro enrollment in junior colleges is below the group's average in the K-12 schools (5.86 compared with 8.05 percent).

In the low-income, low-achievement, special aid schools (Senate Bill 28), Negroes comprise 53.44 percent of the enrollment, compared with 4.75 percent in all other elementary schools.

Elementary target schools for compensatory education (Title I, Elementary and Secondary Education Act) have a Negro enrollment of 11.02 percent, compared with 6.4 percent in all other elementary schools. More than 44 percent of all Negro elementary pupils attend Title I target schools.

4. Chinese, Japanese, Korean

89,474 pupils (2.11 percent of the total in grades K-12)

More than half of all pupils of Chinese, Japanese, or Korean descent are enrolled in two counties (Los Angeles, San Francisco), and nearly three-quarters of them in six counties (Los Angeles, San Francisco, Alameda, Sacramento, Santa Clara, San Diego).

Fewer than 100 pupils of this group were reported in each of 22 counties, and none in three.

Ninety percent of all Chinese, Japanese and Korean pupils are in the metropolitan counties. Fifty-four percent are in the northern counties.

More than half of this group are in districts of more than 50,000 enrollment. Districts of 10,000 and more enrollment have 79.5 percent of their total number.

Junior college enrollment of this group is higher than its K-12 enrollment (2.83 compared with 2.11 percent).

The percentage of the student body which is Chinese, Japanese or Korean is less in the low-income, low-achievement schools (Senate Bill 28 special aid) than in all other elementary schools (1.66 compared with 1.99 percent). A little over 3 percent of the total number of elementary pupils in this group is found in Senate Bill 28 schools.

Relatively fewer pupils of this group are enrolled in compensatory education target elementary schools (Title I, Elementary and Secondary Education Act) than in other elementary schools (1.38 compared with 2.24 percent). Twenty-two percent of all elementary pupils of this group are in Title I target schools.

5. American Indian

11,060 pupils (.26 percent of the total in grades K-12)

Ten counties have more than half of the state's American Indian pupils (Los Angeles, Humboldt, San Diego, Alameda, Riverside, Mendocino, Inyo, Fresno, Del Norte, Shasta).

Fewer than 100 Indian pupils each were reported in 31 counties, and none in one county.

Indian enrollment represents a higher percentage of total enrollment in the non-metropolitan counties (.88 compared with .17 percent in the metropolitan counties, at the elementary level). More than half of all Indian pupils, however, are enrolled in the metropolitan counties.

Sixty-three percent of this group are in the northern counties.

Most Indian pupils, unlike those in the other racial and ethnic groups, attend school in districts of less than 10,000 enrollment. Almost 22 percent of them are in the smallest districts, those under 1,000 enrollment.

Nearly 23 percent of Indian pupils are in districts which have only one school.

Junior college enrollment of this group is about half that in the K-12 schools (.15 compared with .26 percent).

Two hundred ninety-five Indian pupils (2.6 percent of the state total) are in the low-income, low-achievement special aid schools (Senate Bill 28).

In compensatory education target schools (Title I, Elementary and Secondary Education Act), the percentage of Indian pupils is twice that in all other schools (.45 compared with .22 percent at the elementary level, .32 compared with .15 percent at the secondary level). Forty-nine percent of the state's Indian elementary pupils are in Title I target schools.

6. Other nonwhite

25,819 pupils (.61 percent of the total in grades K-12)

NOTE: This group includes Filipinos, Polynesians, and Asians other than Chinese, Japanese, or Korean

Four counties have more than half of the pupils in this group (Los Angeles, San Francisco, San Diego, Alameda). Ten counties

have 78 percent of them (Los Angeles, San Francisco, San Diego, Alameda, Monterey, Sacramento, San Joaquin, Santa Clara, San Mateo, Solano).

Fewer than 100 of these pupils each were reported in 24 counties, and none in six.

Eighty-five percent of all "other nonwhite" pupils are in the metropolitan counties. More than half are in the northern counties.

Districts of 10,000 or more enrollment have 66 percent of these pupils.

The percentage of "other nonwhite" enrollment in junior colleges is slightly higher than that in the K-12 schools (.65 compared with .61 percent).

Pupils in this group comprise about 1 percent of the enrollment in the low-income, low-achievement special aid schools (Senate Bill 28). Of their total number at the elementary level, 6.6 percent are enrolled in these schools.

About 35 percent of the "other nonwhite" elementary pupils in the state are enrolled in compensatory education target elementary schools (Title I, Elementary and Secondary Education Act). They form a higher percentage of the enrollment in Title I target schools than in other schools (.75 compared with .62 percent at the elementary level).

B. De facto segregation

1. The integration scale; two study groups.

Two major groups of schools were selected for study of their racial and ethnic composition to determine the extent of imbalance in districts throughout the state. The study groups are:

a. All the schools in the eight districts which have enrollments of more than 50,000 pupils. This group includes 1,276 elementary and high schools with a total graded pupil enrollment of 1,135,265, or 26.5 percent of the enrollment in the state.

b. All the schools in a random stratified sample of 56 districts, comprising 10 percent of the number of districts in the state which have enrollments of less than 50,000 pupils (and have more than a single school at either level). This sample group includes 1,064 elementary and high schools with a total graded pupil enrollment of 678,700, or 13.5 percent of the enrollment in the state.

A simple integration scale was applied to each of the 2,340 schools in the study groups, comparing each school's percentages of the three largest racial and ethnic groups (Spanish surname, other white, and Negro) with the corresponding percentages of the district in which the school is situated.

Allowing a deviation of as many as 15 percentage points above or below the appropriate district percentage, it was possible to classify each school as high concentration, mixed, or low concentration with respect to each of the three racial or ethnic groups. When the basis of comparison was the "other white" percentage, the terms majority school, mixed school, or minority school could be substituted.

2. Schools in districts of enrollment over 50,000.

As a group, the eight largest districts have more Spanish surname pupils than the state average, and two-and-a-half times the state average of Negro pupils. Their "other white" enrollment is significantly below the state average.

Of all the schools in these districts, comparing each school with the average for its own district, 14 percent have a high concentration and 13 percent a low concentration of Spanish surname pupils; 34 percent have a high concentration and 32 percent a low concentration of other white pupils; and 18 percent have a high concentration and 48 percent a low concentration of Negro pupils.

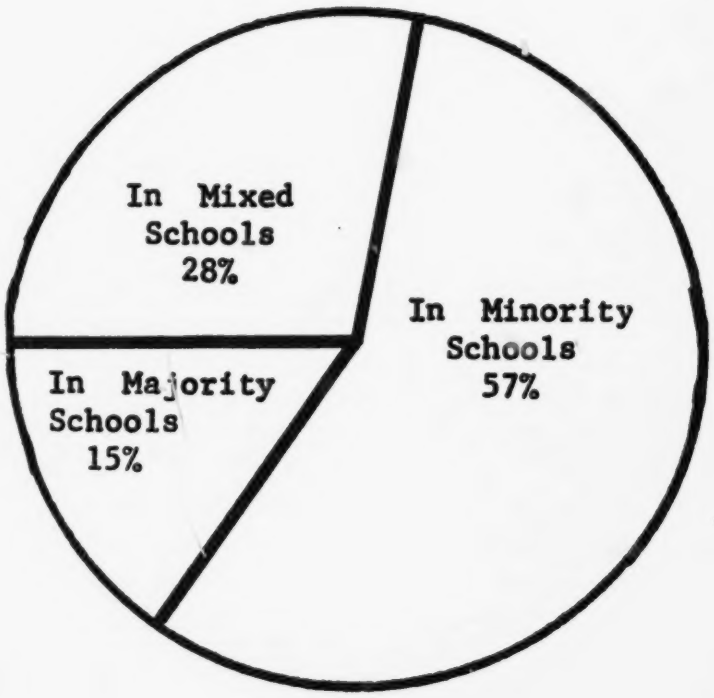
On the integration scale, 417 of these 1,276 schools are minority schools. They include 225 with a high concentration of Negro pupils, and 183 with a high concentration of Spanish surname pupils. A high concentration of "other white" pupils, the Anglo Caucasian majority group, exists in 440 schools.

A proportionate number of "other white" pupils with respect to the total of all minority groups, in any of these districts, is found in 419 schools, or about one-third of all the schools. If they also do not have a high concentration of a minority group, these are the mixed schools in which the processes of educational and social integration can take place.

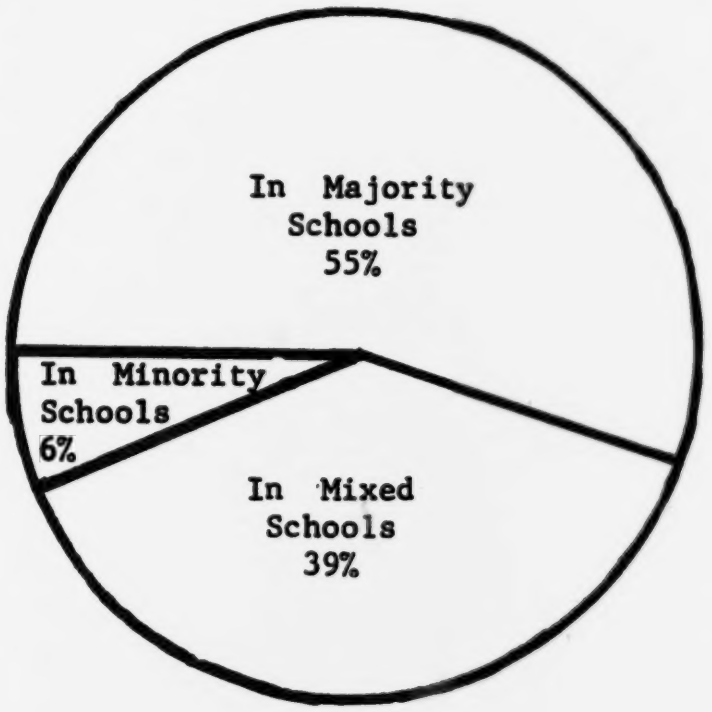
Figure 1 shows the proportion of pupils of each of the three largest racial and ethnic groups attending majority, mixed, and minority schools in the eight largest districts. Each circle designates 100 percent of the pupils in the group named.

PUPILS BY ETHNIC GROUPS, IN SCHOOLS AS
MEASURED ON INTEGRATION SCALE

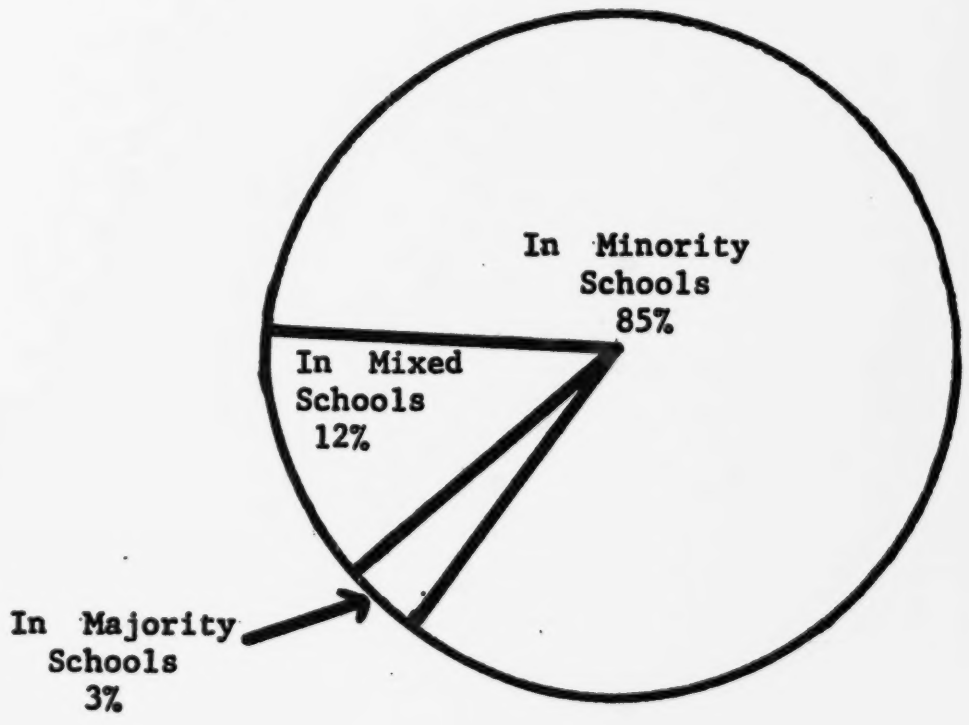
8 LARGEST DISTRICTS



Spanish Surname



Other White



Negro

Figure 1

3. Schools in districts of enrollment under 50,000.

Significantly smaller percentages of Spanish surname and Negro pupils, and a higher percentage of the "other white" majority group, are found on the average in these districts, which include all the non-metropolitan areas as well as the medium-size and smaller districts in the metropolitan areas.

Of all the schools in the 56-district sample, comparing each school with the average for its own district, 6 percent have a high concentration and 3 percent a low concentration of Spanish surname pupils; 10 percent have a high concentration and 14 percent a low concentration of other white pupils; and 4 percent have a high concentration and 4 percent a low concentration of Negro pupils.

On the integration scale, 152 of these 1,064 schools are minority schools. They include 66 with a high concentration of Spanish surname pupils, and 47 with a high concentration of Negro pupils. A high concentration of "other white" pupils, the Anglo Caucasian majority group, exists in 102 schools.

A proportionate number of "other white" pupils with respect to the total of all minority groups, in any of these districts, is found in 810 schools. As 25 of the 56 districts in the sample have more than 90 percent "other white" enrollment (five of them more than 95 percent), the amount of contact between majority and minority groups may be limited. Nevertheless, this number includes the mixed schools in which the processes of educational and social integration can take place.

Figure 2 shows the proportion of pupils of each of the three largest racial and ethnic groups attending majority, mixed, and minority schools in the 56-district sample. Each circle designates 100 percent of the pupils in the group named.

4. Compensatory education schools.

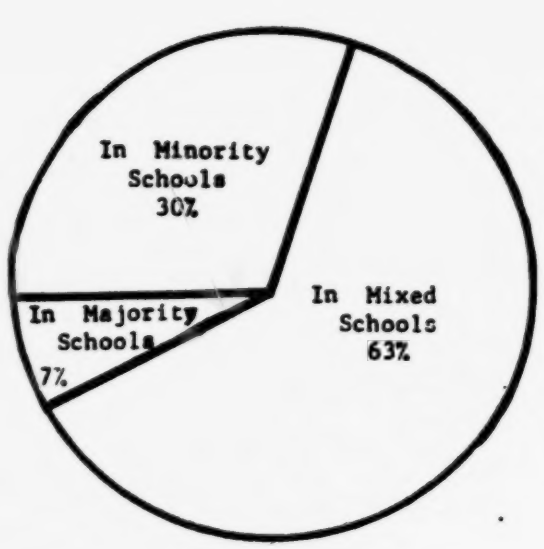
Target elementary schools with compensatory education programs under Title I, Elementary and Secondary Education Act, as a group have relatively high percentages of Spanish surname and Negro pupils, and lower than average enrollment of "other white" pupils. The low-income, low-achievement elementary schools designated for State special aid under Senate Bill 28, as a group have extremely high percentages of Spanish surname and Negro pupils, and relatively few "other white" pupils.

On the integration scale, 27 percent of the Title I target schools in the 56-district sample are minority schools, and 2 percent are majority schools; 79 percent of the Title I target schools in the eight largest districts are minority schools, and 1 percent are majority schools.

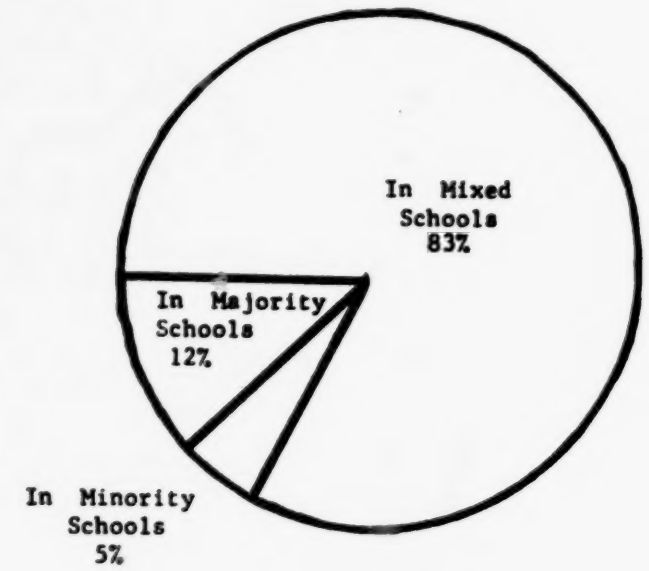
On the same scale, again comparing the racial and ethnic composition of each school with that of its district as a whole, 81 percent of the Senate Bill 28 special aid schools in the sample are minority schools, and 7 percent are majority schools; 92 percent of the Senate Bill 28 special aid schools in the eight largest districts are minority schools, and 1 percent are majority schools.

PUPILS BY ETHNIC GROUPS, IN SCHOOLS AS MEASURED ON INTEGRATION SCALE

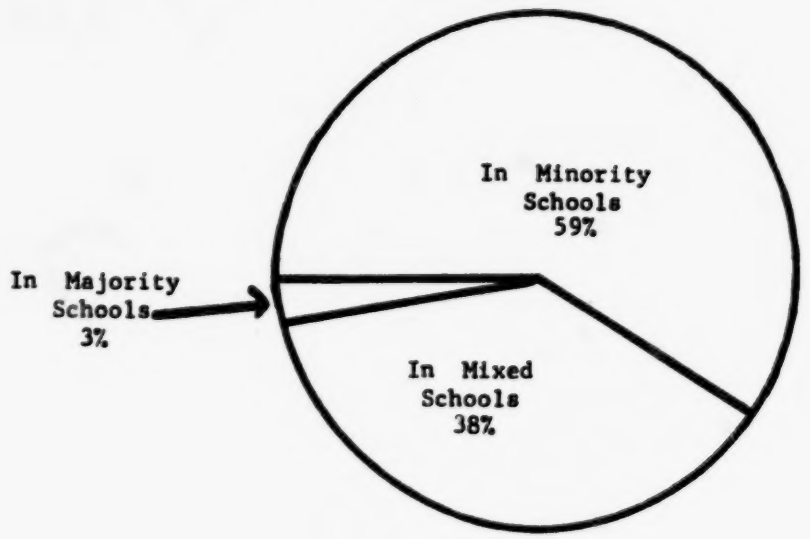
56 DISTRICT SAMPLE



Spanish Surname



Other White



Negro

Figure 2

III. RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT

A. The state as a whole. If pupils of all racial and ethnic groups were distributed proportionately throughout all districts in the state, this survey would not have been necessary. If racial or ethnic identification made no difference--in cultural, social and economic patterns, in interpersonal and intergroup attitudes, in teacher-pupil and school-community relations, and in learning--the findings would be of no more than academic interest. The evidence, however, is to the contrary.

The purpose of this section is to describe the disproportionate distribution of enrollment of racial and ethnic groups, in terms of regional differences, centers of population, size of school district enrollment, and eligibility of schools (because of poverty-related educational disadvantage) for compensatory education programs.

Tables and figures show the presence or absence of various racial and ethnic groups; most significantly, their concentration in certain areas and certain types of schools or school districts.

TABLE 1. TOTAL STATE ENROLLMENT IN K-12 SCHOOLS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ADULT PUPILS	334,796	46,224	252,889	22,756	10,263	537	2,127
Percent	99.97	13.80	75.53	6.79	3.06	.16	.63
SPECIAL EDUCATION	86,781	23,103	43,449	18,336	1,094	355	444
Percent	99.97	26.62	50.06	21.12	1.26	.40	.51
OTHER PUPILS	4,230,525	562,943	3,200,496	340,833	89,474	11,060	25,819
Percent	99.98	13.30	75.65	8.05	2.11	.26	.61
TOTAL	4,652,202	632,270	3,496,834	381,925	100,831	11,952	28,390
Percent	99.99	13.59	75.14	8.20	2.16	.25	.61

Table 1 presents the grand totals for the state, in 1,156 elementary, high school and unified districts and in schools operated by county superintendents of schools, of the numbers and percentages of pupils reported in six racial and ethnic groups.

Table 2 presents the grand totals for the state, in all junior colleges, of the numbers and percentages of students reported in six racial and ethnic groups.

TABLE 2. TOTAL STATE ENROLLMENT IN JUNIOR COLLEGES

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
GRADED CLASSES	483,817	35,907	401,900	28,374	13,707	749	3,180
Percent	99.97	7.42	83.06	5.86	2.83	.15	.65
ADULT CLASSES	87,288	8,478	73,084	3,641	1,379	182	524
Percent	99.97	9.71	83.72	4.17	1.57	.20	.60
TOTAL	571,105	44,385	474,984	32,015	15,086	931	3,704
Percent	99.97	7.77	83.16	5.60	2.64	.16	.64

B. Regional differences. More pupils of the Anglo Caucasian ("other white") majority group are in school in the ten southern counties than in the north. The same thing is true of the two largest minority groups, Spanish surname and Negro. The other three racial and ethnic groups--Chinese, Japanese and Korean, American Indian, and other nonwhite--are more numerous in the north than the south.

Table 3 presents the total graded pupil enrollment, K-12, of schools in the ten southern counties (Imperial, Kern, Orange, Los Angeles, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, Ventura).

Table 4 presents the total graded pupil enrollment, K-12, of schools in the 48 other counties to the north.

Figure 3 indicates the 23 counties in which the enrollment of Spanish surname pupils or Negro pupils, or pupils of both groups, is higher than the state mean percentages of those groups.

Eighteen counties have a higher percentage of Spanish surname graded pupils than does the state as a whole (13.30 percent). Four counties have a higher percentage of Negro graded pupils than does the state as a whole (8.05 percent). Los Angeles County percentages are higher than average for both groups.

TABLE 3. ENROLLMENT, K-12, IN SOUTHERN COUNTIES

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY SCHOOLS	1,568,333	238,137	1,158,237	135,190	25,520	2,926	8,323
Percent	99.97	15.18	73.85	8.61	1.62	.18	.53
HIGH SCHOOLS	922,449	123,666	697,515	81,322	15,698	1,114	3,134
Percent	100.00	13.41	75.61	8.82	1.70	.12	.34

TABLE 4. ENROLLMENT, K-12, IN NORTHERN COUNTIES

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY SCHOOLS	1,531,292	142,772	888,563	78,936	28,193	5,050	9,778
Percent	100.00	12.38	77.05	6.84	2.44	.44	.85
HIGH SCHOOLS	586,285	58,324	456,159	45,185	20,063	1,970	4,584
Percent	99.97	9.94	77.80	7.70	3.42	.33	.78

ABOVE-STATE-AVERAGE ENROLLMENT OF TWO ETHNIC GROUPS, BY COUNTIES

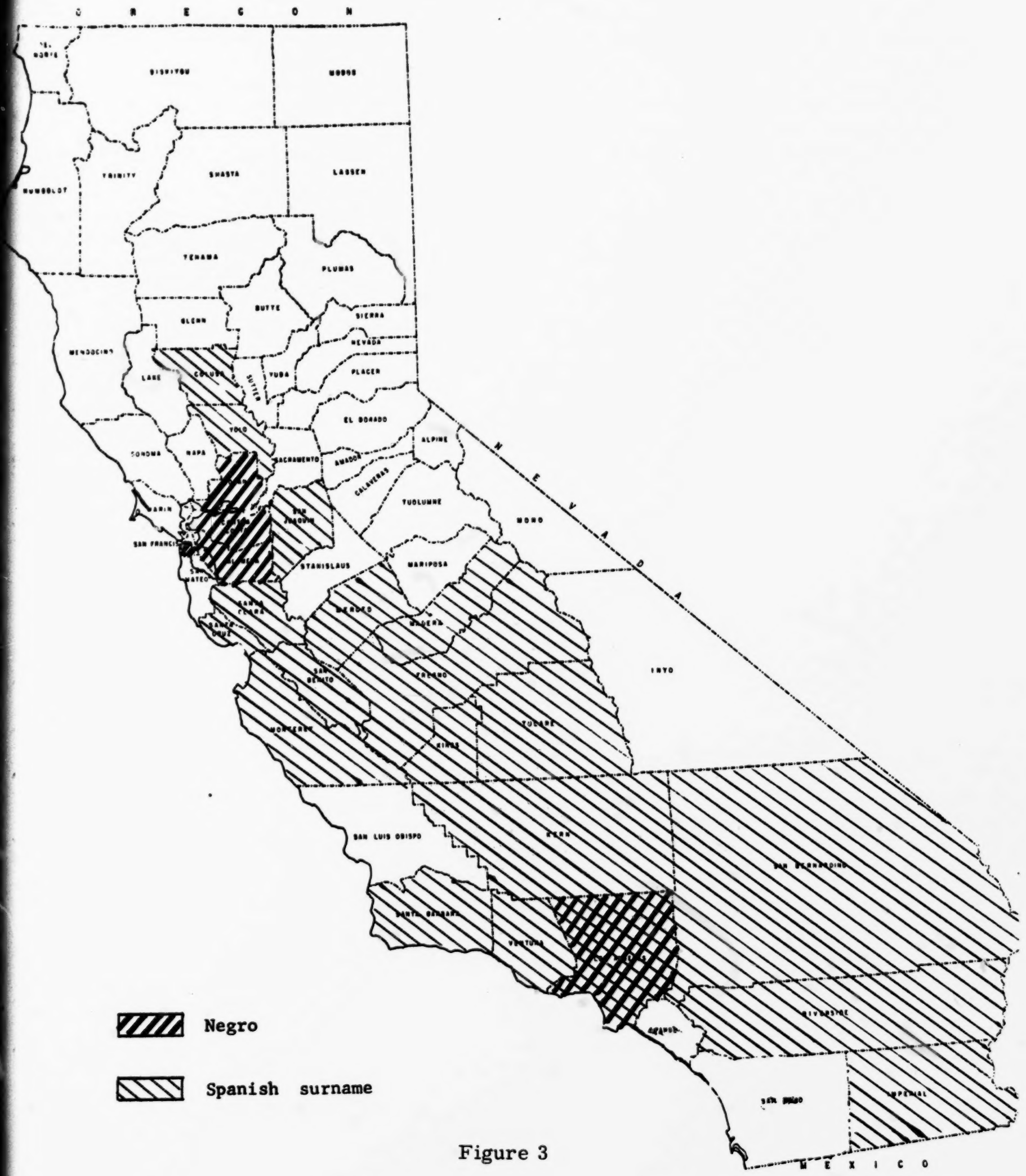


Figure 3

C. Centers of population. The U. S. Census of Population in 1960 designated ten metropolitan statistical areas in California, including in them all the population within the boundaries of 17 counties: Alameda, Contra Costa, Fresno, Kern, Los Angeles, Marin, Orange, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, San Mateo, Santa Barbara, Santa Clara, Solano.

Eighty-three percent of the state enrollment of Anglo Caucasian ("other white") graded pupils is found in those counties. For all minority groups except one the percentage is higher: Negro, 95 percent; Chinese, Japanese, Korean, 90 percent; Spanish surname, 85 percent; other nonwhite, 85 percent. The exception is American Indian, with 51 percent in the metropolitan counties.

Table 5 presents the total graded pupil enrollment, K-12, of schools in the 17 metropolitan counties.

TABLE 5. ENROLLMENT, K-12, IN METROPOLITAN AREAS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY SCHOOLS	2,282,398	316,361	1,693,770	203,978	48,554	4,104	15,631
Percent	99.97	13.86	74.21	8.93	2.12	.17	.68
HIGH SCHOOLS	1,303,667	161,078	978,367	122,695	33,415	1,556	6,556
Percent	100.00	12.36	75.05	9.41	2.56	.12	.50

Table 6 presents the total graded pupil enrollment, K-12, of schools in the other 41, or non-metropolitan, counties.

D. School districts by size of enrollment. Eight school districts in California, each with more than 50,000 pupils enrolled, together have 26.5 percent of the state's total graded pupil enrollment. By adding the 23 districts which have between 20,000 and 49,999 pupils, and the 64 districts which have between 10,000 and 19,999 pupils, 61.3 percent of the reported enrollment of all graded pupils are accounted for.

The 95 districts of 10,000 or more enrollment have 55 percent of the state's Anglo Caucasian ("other white") pupils. They have 88 percent of all Negro pupils, and 63 percent of all Spanish surname pupils.

TABLE 6. ENROLLMENT, K-12, IN NON-METROPOLITAN AREAS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY SCHOOLS	439,227	64,548	353,030	10,148	5,159	3,872	2,470
Percent	100.00	14.70	80.38	2.31	1.17	.88	.56
HIGH SCHOOLS	205,067	20,912	175,307	3,812	2,346	1,528	1,162
Percent	99.96	10.19	85.48	1.85	1.14	.74	.56

Table 7 presents the total graded pupil enrollment, K-12, in six categories of district size.

The eight largest districts, all in metropolitan areas, serve communities which differ greatly, ranging from central city to suburbs and from pockets of poverty to the wealthiest homes. The wide differences in racial and ethnic composition among these districts, which as a group have more than one-quarter of the state's public school enrollment, reflect social, economic and other disparities which affect and sometimes predict residential patterns.

Figure 4 compares the racial and ethnic composition of graded pupil enrollment, K-12, in each of the districts with more than 50,000 enrollment, and the state as a whole.

E. Single-school districts. Five percent of the total state enrollment is in districts which have only one school, a significant factor in dealing with problems of desegregation and integration. One percent of all Negro pupils are in such districts, and 23 percent of American Indian pupils.

Table 8 presents the total graded pupil enrollment, K-12, in districts which have only one elementary school, only a high school, or only one school at each level.

Table 9 presents the total graded pupil enrollment, K-12, in districts which have more than one school at either level.

TABLE 7. ENROLLMENT, K-12, IN DISTRICTS OF DIFFERENT SIZE

NUMBER OF PUPILS IN DISTRICT	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
1-999	188,058	28,154	150,455	4,158	1,881	2,428	981
Percent	99.99	14.97	80.00	2.21	1.00	1.29	.52
1,000-4,999	685,224	91,061	560,875	18,955	7,475	3,497	3,361
Percent	100.00	13.29	81.85	2.77	1.09	.51	.49
5,000-9,999	660,322	87,118	542,253	16,430	8,878	1,444	4,199
Percent	99.96	13.19	82.11	2.48	1.34	.21	.63
10,000-19,999	867,042	103,426	697,702	47,143	12,970	1,179	4,622
Percent	99.96	11.92	80.46	5.43	1.49	.13	.53
20,000-49,999	684,683	87,152	544,369	38,244	10,598	1,019	3,301
Percent	100.00	12.73	79.51	5.59	1.55	.15	.47
50,000 and more	1,135,265	164,938	697,157	214,787	47,627	1,457	9,299
Percent	99.95	14.52	61.40	18.91	4.19	.12	.81

TABLE 8. ENROLLMENT, K-12, IN ONE-SCHOOL DISTRICTS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY	97,567	16,702	76,257	1,611	1,073	1,391	533
Percent	99.96	17.11	78.15	1.65	1.09	1.42	.54
SECONDARY	109,000	15,818	88,183	1,912	1,421	1,127	539
Percent	99.98	14.51	80.90	1.75	1.30	1.03	.49

TABLE 9. ENROLLMENT, K-12, IN DISTRICTS WITH MORE THAN ONE SCHOOL

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY	2,519,325	353,302	1,[illegible],352	211,469	52,665	5,575	17,552
Percent	100.00	13.87	75.13	8.07	2.01	.25	.67
SECONDARY	1,399,443	166,131	1,065,274	124,569	34,340	1,954	7,175
Percent	99.99	11.87	76.12	8.90	2.45	.14	.51

F. Schools with compensatory education programs. In determining areas and schools to be designated for State and Federal funding of special programs for the disadvantaged, among the factors considered were the high incidence of poverty and low family and per capita incomes, unemployment, persons receiving assistance under the program of Aid to Families with Dependent Children, other indicators of need, and the low level of academic achievement by pupils in the public schools. Federal legislation prohibits discrimination in these programs, and the State's McAteer Act provides that compensatory education programs shall not "sanction, perpetuate or promote the racial or ethnic segregation of pupils in the public schools."

The concentration of pupils of some racial and ethnic minority groups in many of these schools is a matter of concern, not only because of legal requirements but because segregation itself is a form of educational disadvantage.*

Table 10 compares the racial and ethnic composition of the 244 elementary schools designated for State special aid under Education Code, Section 6482 (Senate Bill 28, McAteer, 1966), with all other elementary schools in the state.

Table 11 compares the racial and ethnic composition of graded pupils in 2,246 elementary and high schools designated as target schools for compensatory education programs under Public Law 89-10, Title I (Elementary and Secondary Education Act of 1965) with that of all other elementary and high schools.

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*Guidelines: Compensatory Education, California State Department of Education (revised, June 1966), pp. 20-21.

ENROLLMENT IN THE 8 LARGEST SCHOOL DISTRICTS,
BY RACIAL AND ETHNIC GROUPS

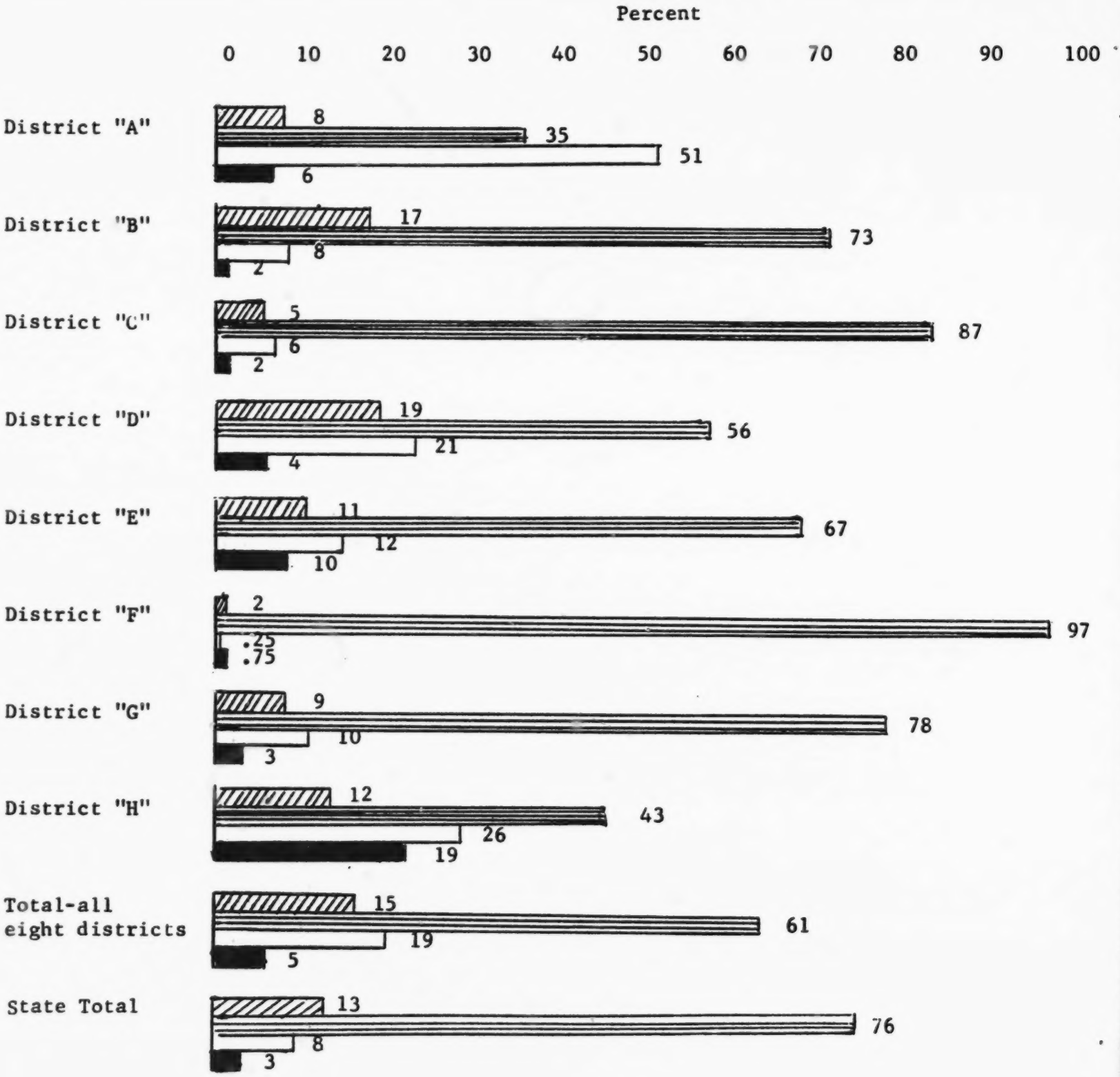


Figure 4

TABLE 10. ENROLLMENT, K-8, IN STATE SPECIAL AID SCHOOLS (SENATE BILL 28)

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
S.B. 28 SCHOOLS	174,331	54,305	21,948	93,174	2,900	295	1,709
Percent	99.97	31.15	12.58	53.44	1.66	.16	.98
ALL OTHER SCHOOLS	2,547,294	326,604	2,024,852	120,952	50,813	7,681	16,392
Percent	99.99	12.82	79.49	4.75	1.99	.30	.64

TABLE 11. ENROLLMENT, K-12, IN COMPENSATORY EDUCATION TARGET SCHOOLS (TITLE I, ESEA)

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY TARGET SCHOOLS	862,883	185,935	559,403	95,110	11,991	3,934	6,510
Percent	99.96	21.54	64.82	11.02	1.38	.45	.75
OTHER ELEMENTARY SCHOOLS	1,858,742	194,974	1,487,397	119,016	41,722	4,042	11,591
Percent	99.99	10.49	80.02	6.40	2.24	.22	.62
TARGET HIGH SCHOOLS	455,339	57,949	349,669	36,499	7,033	1,459	2,730
Percent	99.97	12.72	76.79	8.01	1.54	.32	.59
OTHER HIGH SCHOOLS	1,053,395	124,041	804,005	90,008	28,728	1,625	4,988
Percent	100.00	11.78	76.33	8.54	2.73	.15	.47

Figure 5 compares the racial and ethnic composition of graded pupil enrollment in Senate Bill 28 schools, Title I target schools at the elementary level, Title I target schools at the secondary level, and the state as a whole.

ENROLLMENT IN SCHOOLS WITH COMPENSATORY EDUCATION PROGRAMS, BY RACIAL AND ETHNIC GROUPS

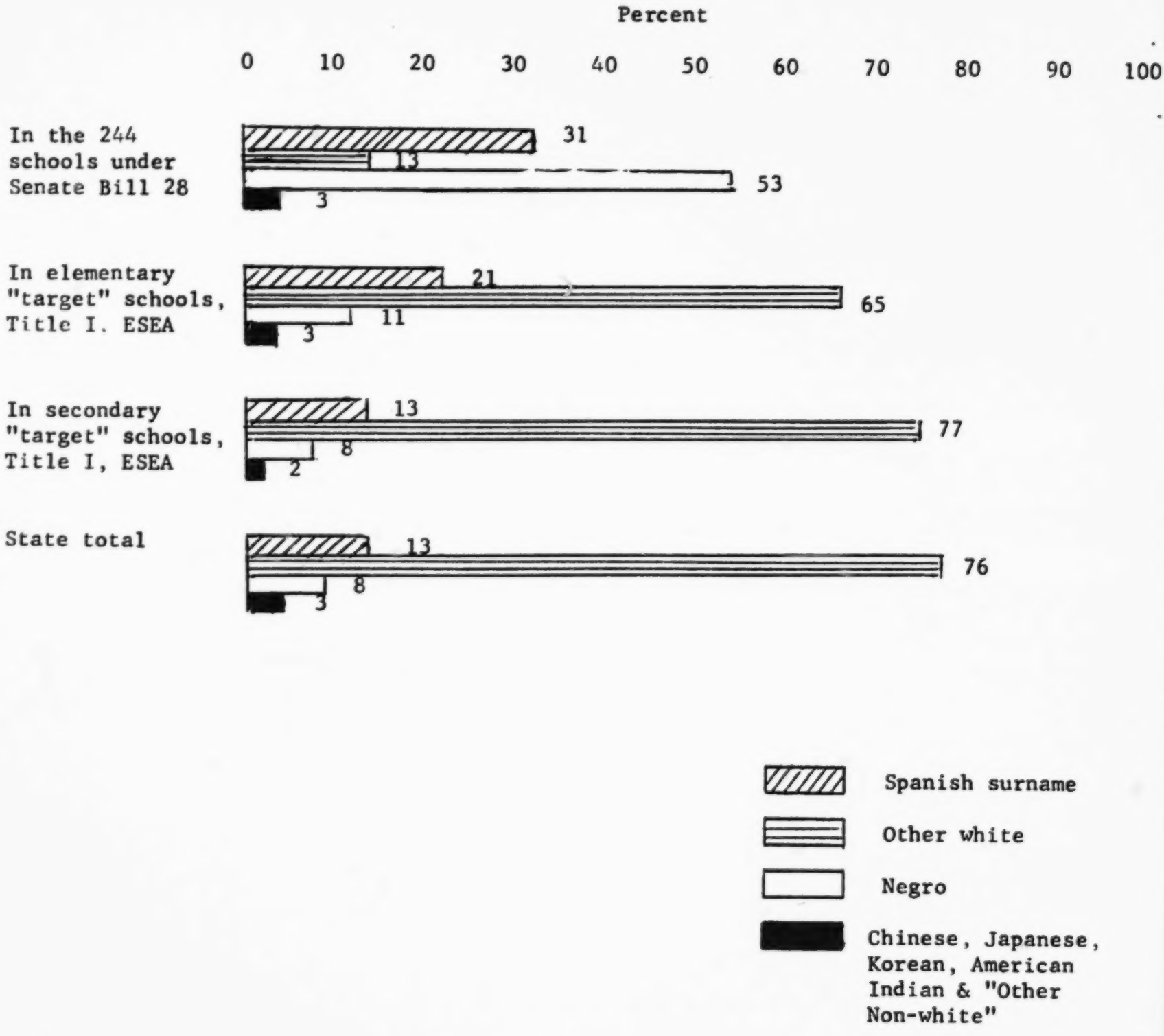


Figure 5

IV. DE FACTO SEGREGATION IN CALIFORNIA SCHOOLS

A. Explanation of procedures. After the reports submitted by local school officials were reviewed, processed and recorded on magnetic tape, two major groups of schools were selected for study of their racial and ethnic composition to determine the extent of imbalance in districts throughout the state.

There are eight districts in California with enrollment of more than 50,000 pupils each, comprising 26.5 percent of the total state enrollment and a high proportion of all racial and ethnic minority pupils. (See Table 7 and Figure 4.) All schools in these eight districts were selected to form one of the two groups to be studied.

A sampling technique was applied to the remaining school districts, those of less than 50,000 enrollment. First, all one-school districts were eliminated, as irrelevant to the purposes of the study. From among the 567 multiple-school districts with enrollments of less than 50,000, a 10 percent sample consisting of 56 districts was selected by a combination of random choice and stratification (to assure a variety of district sizes and locations, and to correspond as far as possible to the numbers of pupils involved.)

The 56-district sample includes 1,064 schools with a total graded pupil enrollment of 678,700, or 13.5 percent of the state enrollment. The eight largest districts include 1,276 schools with a total graded pupil enrollment of 1,135,265. The two study groups together comprise 2,340 schools with 1,813,965 graded pupils, or 40 percent of the state enrollment.

A simple integration scale was applied to each of the 2,340 schools in the study groups, comparing each school's percentages of the three largest racial and ethnic groups (Spanish surname, other white, and Negro) with the corresponding percentages of the district in which the school is situated.

Allowing a deviation of as many as 15 percentage points above or below the appropriate district percentage, it was possible to classify each school as high concentration, mixed, or low concentration with respect to each of the three racial or ethnic groups. When the basis of comparison was the "other white" percentage, the terms majority school, mixed school, or minority school could be substituted.

In this way, differences between districts were taken into account. Each school was measured by the standard of the racial and ethnic composition of its own district as a whole.

In a district with an "other white" enrollment of 53 percent, for example, a school with an "other white" enrollment of 65 percent was classified as mixed. A school of the identical racial and ethnic composition, in another district with an "other white" enrollment of 82 percent, was classified as minority.

If, instead, the integration scale were applied to the percentages of Negro enrollment in the district and the school, a high concentration school would be one in which the percentage of Negro pupils is more than 15 percent higher than that of the district. A low concentration school would be one in which the percentage of Negro pupils is more than 15 percent lower than that of the district. A mixed school would be one in which the Negro percentage is between those two extremes.

B. Schools in the 56-district sample. The composite graded pupil enrollment of the sample, presented in Table 12, shows that districts of less than 50,000 enrollment have significantly smaller percentages of Spanish surname and Negro pupils than the state average, and a higher than average percentage of the "other white" majority group.

TABLE 12. ENROLLMENT OF 56 DISTRICTS COMPRISING THE SAMPLE

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY SCHOOLS	463,526	49,768	379,591	21,422	8,263	1,230	3,252
Percent	100.00	10.74	81.89	4.62	1.78	.27	.70
HIGH SCHOOLS	215,174	20,179	178,490	11,158	3,611	404	1,332
Percent	100.00	9.38	82.95	5.19	1.68	.19	.61

Table 13 summarizes the results of applying the integration scale to each of the 1,064 schools in the sample, on the basis of district and school percentages of each of the three largest racial and ethnic groups. If the sample approximates the situation in all the multiple-school districts of less than 50,000 enrollment, 6.2 percent of the schools in those districts have a high concentration and 2.7 percent a low concentration of Spanish surname pupils; 9.6 percent of the schools have a high concentration and 14.3 percent a low concentration of other white pupils; and 4.4 percent of the schools have a high concentration and 3.9 percent a low concentration of Negro pupils.

TABLE 13. SCHOOLS IN 56-DISTRICT SAMPLE, COMPARED ON INTEGRATION SCALE WITH DISTRICT PERCENT OF THREE RACIAL AND ETHNIC GROUPS

Compared with district % of	High concentration	Mixed	Low concentration
Spanish surname	66	969	29
Other white	102	810	152
Negro	47	976	41

C. Schools in the eight largest districts. The composite graded pupil enrollment of the districts with enrollment of more than 50,000 pupils, presented in Table 14, shows that as a group these eight districts have more Spanish surname pupils than the state average, and two-and-a-half times the state average of Negro pupils. Their "other white" enrollment is significantly below the state average.

TABLE 14. ENROLLMENT OF THE 8 LARGEST DISTRICTS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY SCHOOLS	645,152	97,103	385,032	131,021	24,805	1,013	6,178
Percent	99.97	15.05	59.68	20.30	3.84	.15	.95
HIGH SCHOOLS	489,847	67,791	312,103	83,566	22,822	444	3,121
Percent	99.96	13.83	63.71	17.05	4.65	.09	.63

Table 15 summarizes the results of applying the integration scale to each of the 1,276 schools in the eight largest districts, on the basis of district and school percentages of each of the three largest racial and ethnic groups. Of all the schools in these districts, 14.3 percent have a high concentration and 13.4 percent a low concentration of Spanish surname pupils; 34.5 percent have a high concentration and 32.7 percent a low concentration of other white pupils; and 17.6 percent have a high concentration and 48.2 percent a low concentration of Negro pupils.

The comparison summarized in Table 16 is based on the district-wide percentage of "other white" graded pupil enrollment in each of the eight largest districts. Of the 1,276 schools,

each measured against the composition of its own district, 32 percent are majority schools, 26 percent are mixed schools, and 42 percent are minority schools.

TABLE 15. SCHOOLS IN THE 8 LARGEST DISTRICTS, COMPARED ON INTEGRATION SCALE WITH DISTRICT PERCENT OF THREE RACIAL AND ETHNIC GROUPS

Compared with district % of	High concentration	Mixed	Low concentration
Spanish surname	183	922	171
Other white	440	419	417
Negro	225	536	515

TABLE 16. SCHOOLS IN THE 8 LARGEST DISTRICTS, COMPARED ON INTEGRATION SCALE WITH DISTRICT PERCENT OF "OTHER WHITE"

District	Majority schools	Mixed schools	Minority schools
A	6	20	67
B	21	31	24
C	51	17	13
D	183	138	274
E	3	43	30
F	73	--	4
G	71	46	33
H	--	35	93
TOTAL	408	330	538

Figure 6 is based on the same data as Tables 13 and 15. It compares the number of "high" and "low" imbalanced schools in the 56-district sample (district enrollment less than 50,000) and the eight largest districts (district enrollment more than 50,000), applying the integration scale to percentages of each of the three largest racial and ethnic groups.

D. Compensatory education schools. The composite graded pupil enrollment in compensatory education target schools (Title I, Elementary and Secondary Education Act), which was presented earlier in Table 11, shows that at the elementary level these schools as a group have relatively high percentages of Spanish surname and Negro pupils, and lower than average enrollment of "other white" pupils.

Table 17 summarizes the results of applying the integration scale to each of the 276 compensatory education target schools in the 56-district sample, and each of the 176 target schools in the eight largest districts, based on district and school percentages of "other white" enrollment.

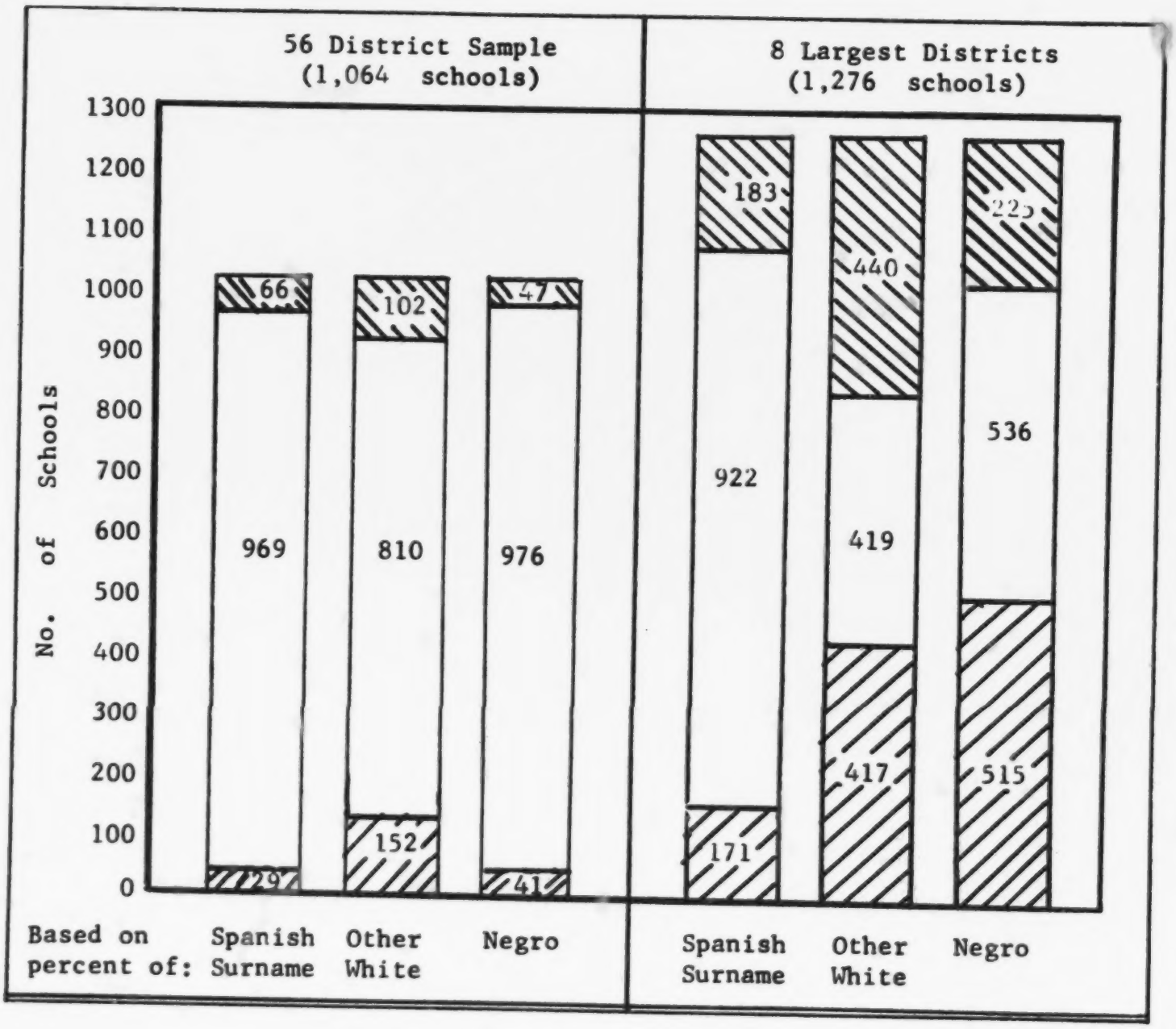
In the 56-district sample, 2.2 percent are majority schools, 70.3 percent are mixed schools, and 27.5 percent are minority schools. In the eight largest districts, 1.1 percent are majority schools, 19.6 percent are mixed schools, and 79.3 percent are minority schools.

TABLE 17. COMPENSATORY EDUCATION TARGET SCHOOLS (Title I, ESEA), COMPARED ON INTEGRATION SCALE WITH DISTRICT PERCENT OF "OTHER WHITE"

	Number in 56-district sample	Number in 8 largest districts
Majority schools	6	2
Mixed schools	194	34
Minority schools	76	140

The composite graded pupil enrollment in low-income, low-achievement elementary schools designated for State special aid under Senate Bill 28, which was presented earlier in Table 10, shows that these schools as a group have extremely high percentages of Spanish surname and Negro pupils, and relatively few "other white" pupils.

SCHOOLS IN TWO STUDY GROUPS,
COMPARED ON INTEGRATION SCALE



High Concentration Schools

Mixed Schools

Low Concentration Schools

Figure 6

Table 18 summarizes the results of applying the integration scale to each of the 27 Senate Bill 28 schools in the 56-district sample, and each of the 151 Senate Bill 28 schools in the eight largest districts, based on district and school percentages of "other white" enrollment.

In the 56-district sample, 7.4 percent are majority schools, 11.1 percent are mixed schools, and 81.5 percent are minority schools. In the eight largest districts, 1.3 percent are majority schools, 6.6 percent are mixed schools, and 92.0 percent are minority schools.

TABLE 18. STATE SPECIAL AID SCHOOLS (Senate Bill 28) COMPARED ON INTEGRATION SCALE WITH DISTRICT PERCENT OF "OTHER WHITE"

	Number in 56-district sample	Number in 8 largest districts
Majority schools	2	2
Mixed schools	3	10
Minority schools	22	139

V. APPENDIX

Appendix A

ADVICE TO PERSONS DEALING WITH RACIAL AND ETHNIC DATA

Excerpt from instructions for completing
School Report of Racial and Ethnic
Distribution of Pupils and Employees
Fall 1966 (Form CE-IR-1)

1. Administrative and other personnel who collect and transmit racial and ethnic data should be aware of the sensitivities involved and should avoid affronting the dignity of any person. Information should be obtained prudently and without questioning individuals. Generally, visual observation plus common-sense information is the simplest and most satisfactory method. Absolute accuracy is neither possible nor essential.

2. In the case of employees, personal observation by an administrator or a designated member of staff, verified by a count of Spanish and/or Asian surnames from the records, will provide the necessary tally. (It is permissible under the California Fair Employment Practice Act to maintain post-hire records identifying the racial or ethnic group of the employee. Such records should be used only for research and reporting purposes, and should be kept apart from the personnel records of the employee.)

3. In the case of pupils, personal observation by a teacher, principal, or other designated member of staff, verified by a count of Spanish and/or Asian surnames on class rolls, will provide the necessary tally. There should be no direct inquiries to pupils or parents. In large school systems, visual surveys should be made on a specified day or days and procedures should be uniform and well explained in advance. If local procedures involve racial or ethnic identification of the individual pupil in any records, care should be taken to avoid possible discriminatory use of the records. Such records should be used only for research and reporting purposes, and should be kept apart from the academic, health and other regular records of the individual.

4. In explaining the purpose of collecting and reporting this information, it should be emphasized that the intention is not to discriminate against members of any group but to assist in providing programs which make possible equal opportunities for all.

Appendix B

TABLE 1A. EDUCATIONAL ATTAINMENT OF CALIFORNIANS 14 YEARS OLD AND OVER, 1960*

	Percent	
	Men	Women
Not having gone beyond 8th grade		
Filipino	53.1	30.6
Spanish surname	51.5	48.0
American Indian	43.3	43.3
Chinese	40.8	38.7
Negro	37.9	34.0
White (including Spanish surname)	27.2	24.4
Japanese	19.5	20.1
Having completed one or more years of high school		
Japanese	80.5	79.9
White (including Spanish surname)	72.8	75.6
Negro	62.1	66.0
Chinese	59.2	61.3
American Indian	56.7	56.7
Spanish surname	48.5	52.0
Filipino	46.9	69.4
Having completed one or more years of college		
Chinese	29.2	23.2
Japanese	28.8	20.6
White (including Spanish surname)	24.1	19.6
Filipino	13.4	24.3
Negro	12.7	13.6
Spanish surname	8.8	6.2
American Indian	7.6	7.3

*Source: Publications of California Department of Industrial Relations, Division of Fair Employment Practices, derived from U.S. Census of Population, 1960

Appendix C

Table 2A. CALIFORNIA COUNTIES RANKED BY PERCENTAGE OF SPANISH SURNAME, OTHER WHITE, AND NEGRO PUPILS IN TOTAL ENROLLMENT OF PUBLIC SCHOOLS, OCTOBER 1966

SPANISH SURNAME			OTHER WHITE			NEGRO		
Rank	County	%	Rank	County	%	Rank	County	%
1	San Benito	51.12	1	Nevada	97.77	1	San Francisco	25.77
2	Imperial	44.31	2	El Dorado	97.42	2	Alameda	18.78
3	Fresno	28.15	3	Trinity	97.21	3	Los Angeles	12.79
4	Madera	27.92	4	Calaveras	96.67	4	Solano	12.15
5	Tulare	27.37	5	Tehama	96.06	5	Contra Costa	8.77
6	Kings	21.97	6	Shasta	95.95	6	Madera	6.97
7	Monterey	18.30	7	Amador	95.02	7	Kern	6.84
8	Merced	18.17	8	Marin	94.34	8	San Joaquin	6.54
9	Riverside	17.25	9	Tuolumne	94.10	9	Sacramento	6.47
10	Ventura	16.50	10	Lake	93.87	10	Kings	6.33
11	Santa Barbara	16.35	11	Humboldt	93.80	11	Monterey	5.96
12	San Joaquin	16.08	12	Mendocino	93.34	12	San Mateo	5.88
13	Kern	15.96	13	Napa	93.23	13	Fresno	5.81
14	Los Angeles	15.61	14	Butte	92.90	14	Merced	5.53
15	Santa Clara	15.52	15	Plumas	92.31	15	Riverside	5.31
16	San Bernardino	15.26	16	Del Norte	91.72	16	San Diego	4.93
17	Colusa	15.24	17	Modoc	91.39	17	San Bernardino	4.68
18	Yolo	14.87	18	Sonoma	91.18	18	Yuba	4.54
19	Santa Cruz	13.56	19	Mono	91.14	19	Imperial	3.96
20	San Francisco	12.19	20	Glenn	90.94	20	Lassen	3.55
21	San Diego	10.59	21	Mariposa	90.79	21	Siskiyou	3.14
22	Stanislaus	10.34	22	Siskiyou	90.56	22	Plumas	2.62
23	Alameda	9.93	23	Placer	89.66	23	Santa Barbara	2.57
24	San Luis Obispo	9.71	24	Orange	89.44	24	Marin	2.37
25	Sutter	8.99	25	Sierra	89.33	25	Tulare	1.97
26	Orange	8.55	26	Lassen	88.84	26	Butte	1.94
27	Placer	7.71	27	Yuba	88.59	27	Colusa	1.80
28	Sierra	7.60	28	Stanislaus	87.69	28	Ventura	1.80
29	Glenn	6.98	29	Inyo	86.75	29	San Luis Obispo	1.75
30	Sacramento	6.79	30	San Luis Obispo	86.46	30	Santa Clara	1.38
31	Solano	6.19	31	Sutter	85.94	31	Yolo	1.23
32	San Mateo	6.10	32	San Mateo	84.80	32	Sonoma	1.10
33	Contra Costa	6.00	33	Contra Costa	83.23	33	Stanislaus	1.00
34	Sonoma	5.68	34	Santa Cruz	82.40	34	Shasta	.81
35	Napa	5.63	35	Sacramento	82.19	35	Santa Cruz	.76
36	Lassen	5.17	36	San Diego	81.90	36	Modoc	.73
37	Yuba	4.24	37	Yolo	81.44	37	Orange	.66
38	Tuolumne	3.83	38	Colusa	80.51	38	Glenn	.63
39	Butte	3.60	39	Santa Clara	80.34	39	Sutter	.56
40	Inyo	3.19	40	Ventura	80.30	40	Placer	.42
41	Modoc	3.02	41	San Bernardino	79.25	41	San Benito	.36
42	Tehama	2.79	42	Santa Barbara	78.96	42	Humboldt	.30
43	Siskiyou	2.73	43	Solano	77.62	43	Tuolumne	.23
44	Mariposa	2.66	44	Riverside	76.13	44	Mendocino	.19
45	Amador	2.62	45	Kern	75.99	45	Mariposa	.17
46	Mendocino	2.30	46	Merced	74.63	46	El Dorado	.15
47	Lake	1.90	47	San Joaquin	72.37	47	Amador	.15
48	Humboldt	1.88	48	Kings	69.44	48	Tehama	.14
49	Marin	1.74	49	Monterey	69.43	49	Lake	.10
50	Plumas	1.60	50	Los Angeles	68.81	50	Del Norte	.08
51	El Dorado	1.59	51	Tulare	68.51	51	Calaveras	.07
52	Shasta	1.51	52	Alameda	67.09	52	Napa	.07
53	Mono	1.43	53	Fresno	63.34	53	Trinity	.05
54	Calaveras	1.30	54	Madera	62.67	54	Nevada	.04
55	Nevada	1.24	55	Imperial	48.11	55	Alpine	.00
56	Del Norte	1.09	56	San Benito	46.85	56	Mono	.00
57	Trinity	.61	57	San Francisco	42.73	57	Sierra	.00
58	Alpine	.00	58	Alpine	40.86	58	Inyo	.00

Appendix D

Table 3A. CALIFORNIA COUNTIES RANKED BY NUMBER OF SPANISH SURNAME, OTHER WHITE, AND NEGRO PUPILS IN PUBLIC SCHOOLS, OCTOBER 1966

SPANISH SURNAME			OTHER WHITE			NEGRO		
Rank	County	No. Pupils	Rank	County	No. Pupils	Rank	County	No. Pupils
1	Los Angeles	218,883	1	Los Angeles	964,093	1	Los Angeles	179,242
2	Santa Clara	38,182	2	Orange	272,345	2	Alameda	39,854
3	Fresno	31,138	3	San Diego	216,775	3	San Francisco	23,536
4	San Diego	28,049	4	Santa Clara	197,641	4	San Diego	13,064
5	Orange	26,039	5	Alameda	142,385	5	Contra Costa	12,365
6	San Bernardino	22,702	6	Sacramento	129,233	6	Sacramento	10,176
7	Alameda	21,088	7	San Bernardino	117,837	7	San Bernardino	6,973
8	Riverside	16,653	8	Contra Costa	117,304	8	San Mateo	6,928
9	Ventura	14,659	9	San Mateo	99,897	9	Fresno	6,427
10	Kern	14,009	10	Riverside	73,491	10	Kern	6,003
11	Tulare	13,070	11	Ventura	71,340	11	Riverside	5,126
12	San Francisco	11,135	12	Fresno	70,041	12	Solano	4,912
13	Sacramento	10,682	13	Kern	66,675	13	San Joaquin	4,333
14	San Joaquin	10,644	14	San Joaquin	47,907	14	Santa Clara	3,409
15	Monterey	9,515	15	Santa Barbara	45,196	15	Monterey	3,101
16	Imperial	9,504	16	Marin	40,952	16	Orange	2,019
17	Santa Barbara	9,359	17	Sonoma	40,379	17	Merced	1,791
18	Contra Costa	8,469	18	Stanislaus	39,325	18	Ventura	1,602
19	San Mateo	7,190	19	San Francisco	39,025	19	Santa Barbara	1,473
20	Merced	5,880	20	Monterey	36,091	20	Kings	1,064
21	Stanislaus	4,637	21	Tulare	32,711	21	Marin	1,033
22	Kings	3,691	22	Solano	31,362	22	Tulare	944
23	Santa Cruz	3,423	23	Humboldt	25,372	23	Imperial	850
24	Madera	3,081	24	Merced	24,147	24	Madera	770
25	Yolo	2,861	25	Butte	21,909	25	Yuba	528
26	Sonoma	2,519	26	Santa Cruz	20,799	26	Sonoma	489
27	Solano	2,503	27	Shasta	18,838	27	Butte	459
28	San Benito	2,380	28	San Luis Obispo	17,703	28	Stanislaus	450
29	San Luis Obispo	1,990	29	Placer	17,595	29	San Luis Obispo	360
30	Placer	1,513	30	Yolo	15,660	30	Siskiyou	283
31	Sutter	950	31	Napa	14,817	31	Yolo	238
32	Napa	896	32	Kings	11,663	32	Santa Cruz	194
33	Butte	850	33	Mendocino	11,602	33	Shasta	160
34	Marin	758	34	Imperial	10,319	34	Lassen	156
35	Humboldt	510	35	Yuba	10,288	35	Plumas	85
36	Yuba	493	36	El Dorado	10,230	36	Placer	84
37	Colusa	482	37	Sutter	9,072	37	Humboldt	83
38	Glenn	362	38	Siskiyou	8,160	38	Sutter	60
39	Shasta	298	39	Madera	6,916	39	Colusa	57
40	Mendocino	286	40	Tehama	6,741	40	Glenn	33
41	Siskiyou	246	41	Glenn	4,712	41	Mendocino	24
42	Lassen	227	42	Nevada	4,700	42	San Benito	17
43	Tehama	196	43	Del Norte	4,103	43	El Dorado	16
44	El Dorado	167	44	Tuolumne	3,975	44	Napa	12
45	Tuolumne	162	45	Lassen	3,896	45	Modoc	11
46	Inyo	121	46	Lake	3,539	46	Tehama	10
47	Lake	72	47	Inyo	3,288	47	Tuolumne	10
48	Amador	67	48	Plumas	2,991	48	Del Norte	4
49	Nevada	60	49	Calaveras	2,586	49	Amador	4
50	Sierra	57	50	Colusa	2,546	50	Lake	4
51	Plumas	52	51	Amador	2,428	51	Calaveras	2
52	Del Norte	49	52	San Benito	2,181	52	Nevada	2
53	Modoc	45	53	Trinity	1,884	53	Mariposa	2
54	Calaveras	35	54	Modoc	1,359	54	Trinity	1
55	Mariposa	31	55	Mariposa	1,055	55	Alpine	--
56	Trinity	12	56	Mono	700	56	Mono	--
57	Mono	11	57	Sierra	670	57	Sierra	--
58	Alpine	--	58	Alpine	47	58	Inyo	--

Appendix E

Table 4A. RACIAL AND ETHNIC DISTRIBUTION OF PUBLIC SCHOOL PUPILS

GRADES K-12, IN CALIFORNIA COUNTIES, OCTOBER 1966

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
ALAMEDA							
Adult Pupils	19,908	2,356	13,587	2,554	1,108	35	268
Percent	99.96	11.83	68.24	12.82	5.56	.17	1.34
Special Education	3,668	478	1,436	1,691	41	9	13
Percent	99.97	13.03	39.14	46.10	1.11	.24	.35
Other Pupils	212,205	21,088	142,385	39,854	6,713	491	1,674
Percent	99.97	9.93	67.09	18.78	3.16	.23	.78
Total Enrolled	235,781	23,922	157,408	44,099	7,862	535	1,955
Percent	99.97	10.14	66.76	18.70	3.33	.22	.82
ALPINE							
Adult Pupils							
Percent							
Special Education							
Percent							
Other Pupils	115		47			68	
Percent	99.99		40.86			59.13	
Total Enrolled	115		47			68	
Percent	99.99		40.86			59.13	
AMADOR							
Adult Pupils							
Percent							
Special Education	46		42			4	
Percent	99.99		91.30			8.69	
Other Pupils	2,555	67	2,428	4	13	39	4
Percent	99.96	2.62	95.02	.15	.50	1.52	.15
Total Enrolled	2,601	67	2,470	4	13	43	4
Percent	99.97	2.57	94.96	.15	.49	1.65	.15
BUTTE							
Adult Pupils	1,612	47	1,537	15	6	7	
Percent	99.98	2.91	95.34	.93	.37	.43	
Special Education	286	10	255	15		5	1
Percent	99.97	3.49	89.16	5.24		1.74	.34
Other Pupils	23,582	850	21,909	459	112	197	55
Percent	99.97	3.60	92.90	1.94	.47	.83	.23
Total Enrolled	25,480	907	23,701	489	118	209	56
Percent	99.96	3.55	93.01	1.91	.46	.82	.21
CALAVERAS							
Adult Pupils							
Percent							
Special Education	49	2	47				
Percent	99.99	4.08	95.91				
Other Pupils	2,675	35	2,586	2	3	41	8
Percent	99.97	1.30	96.67	.07	.11	1.53	.29
Total Enrolled	2,724	37	2,633	2	3	41	8
Percent	99.97	1.35	96.65	.07	.11	1.50	.29

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
COLUSA							
Adult Pupils							
Percent							
Special Education	28	10	16	1			1
Percent	99.99	35.71	57.14	3.57			3.57
Other Pupils	3,162	482	2,546	57	34	17	26
Percent	99.97	15.24	80.51	1.80	1.07	.53	.82
Total Enrolled	3,190	492	2,562	58	34	17	27
Percent	99.97	15.42	80.31	1.81	1.06	.53	.84
CONTRA COSTA							
Adult Pupils	9,125	653	7,770	539	109	17	37
Percent	99.97	7.15	85.15	5.90	1.19	.18	.40
Special Education	2,017	204	1,363	427	6	1	16
Percent	99.97	10.11	67.57	21.17	.29	.04	.79
Other Pupils	140,932	8,469	117,304	12,365	1,794	202	798
Percent	99.97	6.00	83.23	8.77	1.27	.14	.56
Total Enrolled	152,074	9,326	126,437	13,331	1,909	220	851
Percent	99.97	6.13	83.14	8.76	1.25	.14	.55
DEL NORTE							
Adult Pupils							
Percent							
Special Education	6		5	1			
Percent	99.99		83.33	16.66			
Other Pupils	4,473	49	4,103	4	3	312	2
Percent	99.96	1.09	91.72	.08	.06	6.97	.04
Total Enrolled	4,479	49	4,108	5	3	312	2
Percent	99.97	1.09	91.71	.11	.06	6.96	.04
EL DORADO							
Adult Pupils	539	12	522		3		2
Percent	99.98	2.22	96.84		.55		.37
Special Education	155	2	144	1	2	4	2
Percent	99.99	1.29	92.90	.64	1.29	2.58	1.29
Other Pupils	10,500	167	10,230	16	41	24	22
Percent	99.97	1.59	97.42	.15	.39	.22	.20
Total Enrolled	11,194	181	10,896	17	46	28	26
Percent	99.98	1.61	97.33	.15	.41	.25	.23
FRESNO							
Adult Pupils	6,442	2,027	3,531	771	95	7	11
Percent	99.97	31.46	54.81	11.96	1.47	.10	.17
Special Education	1,517	720	569	212	10	5	1
Percent	99.96	47.46	37.50	13.97	.65	.32	.06
Other Pupils	110,577	31,138	70,041	6,427	2,372	363	236
Percent	99.97	28.15	63.34	5.81	2.14	.32	.21
Total Enrolled	118,536	33,885	74,141	7,410	2,477	375	248
Percent	99.96	28.58	62.54	6.25	2.08	.31	.20
GLENN							
Adult Pupils	178	2	176				
Percent	99.99	1.12	98.87				
Special Education	74	11	63				
Percent	99.99	14.86	85.13				
Other Pupils	5,181	362	4,712	33	20	47	7
Percent	99.96	6.98	90.94	.63	.38	.90	.13
Total Enrolled	5,433	375	4,951	33	20	47	7
Percent	99.96	6.90	91.12	.60	.36	.86	.12

Table 4A--Continued

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
HUMBOLDT							
Adult Pupils	2,137	36	2,052	2	7	40	
Percent	99.98	1.68	96.02	.09	.32	1.87	
Special Education	373	7	341	7		18	
Percent	99.98	1.87	91.42	1.87		4.82	
Other Pupils	27,048	510	25,372	83	68	984	31
Percent	99.97	1.88	93.80	.30	.25	3.63	.11
Total Enrolled	29,558	553	27,765	92	75	1,042	31
Percent	99.98	1.87	93.93	.31	.25	3.52	.10
IMPERIAL							
Adult Pupils	811	382	392	28	8		1
Percent	99.98	47.10	48.33	3.45	.98		.12
Special Education	399	206	140	46	1	2	4
Percent	99.97	51.62	35.08	11.52	.25	.50	1.00
Other Pupils	21,448	9,504	10,319	850	219	271	285
Percent	99.98	44.31	48.11	3.96	1.02	1.26	1.32
Total Enrolled	22,658	10,092	10,851	924	228	273	290
Percent	99.97	44.54	47.89	4.07	1.00	1.20	1.27
INYO							
Adult Pupils							
Percent							
Special Education	36	1	23			12	
Percent	99.98	2.77	63.88			33.33	
Other Pupils	3,790	121	3,288			381	
Percent	99.99	3.19	86.75			10.05	
Total Enrolled	3,826	122	3,311			393	
Percent	99.98	3.18	86.53			10.27	
KERN							
Adult Pupils	3,575	527	2,516	431	52	2	47
Percent	99.97	14.74	70.37	12.05	1.45	.05	1.31
Special Education	1,618	384	878	341	4	7	4
Percent	99.97	23.73	54.26	21.07	.24	.43	.24
Other Pupils	87,740	14,009	66,675	6,003	501	185	367
Percent	99.98	15.96	75.99	6.84	.57	.21	.41
Total Enrolled	92,933	14,920	70,069	6,775	557	194	418
Percent	99.96	16.05	75.39	7.29	.59	.20	.44
KINGS							
Adult Pupils	562	113	384	46	12	7	
Percent	99.97	20.10	68.32	8.18	2.13	1.24	
Special Education	383	144	139	100			
Percent	99.98	37.59	36.29	26.10			
Other Pupils	16,795	3,691	11,663	1,064	217	70	90
Percent	99.97	21.97	69.44	6.33	1.29	.41	.53
Total Enrolled	17,740	3,948	12,186	1,210	229	77	90
Percent	99.98	22.25	68.69	6.82	1.29	.43	.50
LAKE							
Adult Pupils	60		60				
Percent	100.00		100.00				
Special Education	28	2	21			5	
Percent	99.99	7.14	75.00			17.85	
Other Pupils	3,770	72	3,539	4	3	140	12
Percent	99.96	1.90	93.87	.10	.07	3.71	.31
Total Enrolled	3,858	74	3,620	4	3	145	12
Percent	99.97	1.91	93.83	.10	.07	3.75	.31

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
LASSEN							
Adult Pupils							
Percent							
Special Education	49	7	33	9			
Percent	99.98	14.28	67.34	18.36			
Other Pupils	4,385	227	3,896	156	15	83	8
Percent	99.97	5.17	88.84	3.55	.34	1.89	.18
Total Enrolled	4,434	234	3,929	165	15	83	8
Percent	99.98	5.27	88.61	3.72	.33	1.87	.18
LOS ANGELES							
Adult Pupils	148,088	22,757	109,854	11,292	3,482	126	577
Percent	99.97	15.36	74.18	7.62	2.35	.08	.38
Special Education	37,744	11,469	15,092	10,308	646	79	150
Percent	99.97	30.38	39.98	27.31	1.71	.20	.39
Other Pupils	1,400,950	218,883	964,093	179,242	31,302	1,801	5,629
Percent	99.96	15.61	68.81	12.79	2.23	.12	.40
Total Enrolled	1,586,782	253,109	1,089,039	200,842	35,430	2,006	6,356
Percent	99.85	15.82	68.63	12.65	2.23	.12	.40
MADERA							
Adult Pupils							
Percent							
Special Education	98	35	53	9			1
Percent	99.99	35.71	54.08	9.18			1.02
Other Pupils	11,035	3,081	6,916	770	114	109	45
Percent	99.97	27.92	62.67	6.97	1.03	.98	.40
Total Enrolled	11,133	3,116	6,969	779	114	109	46
Percent	99.96	27.98	62.59	6.99	1.02	.97	.41
MARIN							
Adult Pupils	3,596	281	2,867	382	43		23
Percent	99.97	7.81	79.72	10.62	1.19		.63
Special Education	436	10	373	47	5	1	
Percent	99.97	2.29	85.55	10.77	1.14	.22	
Other Pupils	43,406	758	40,952	1,033	527	30	106
Percent	99.96	1.74	94.34	2.37	1.21	.06	.24
Total Enrolled	47,438	1,049	44,192	1,462	575	31	129
Percent	99.98	2.21	93.15	3.08	1.21	.06	.27
MARIPOSA							
Adult Pupils							
Percent							
Special Education	16		14		1		1
Percent	100.00		87.50		6.25		6.25
Other Pupils	1,162	31	1,055	2		70	4
Percent	99.98	2.66	90.79	.17		6.02	.34
Total Enrolled	1,178	31	1,069	2	1	70	5
Percent	99.97	2.63	90.74	.16	.08	5.94	.42
MENDOCINO							
Adult Pupils	506	42	456	2		5	1
Percent	99.97	8.30	90.11	.39		.98	.19
Special Education	225	7	197	2		19	
Percent	99.98	3.11	87.55	.88		8.44	
Other Pupils	12,429	286	11,602	24	65	430	22
Percent	99.97	2.30	93.34	.19	.52	3.45	.17
Total Enrolled	13,160	335	12,255	28	65	454	23
Percent	99.97	2.54	93.12	.21	.49	3.44	.17

Table 4A--Continued

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
MERCED							
Adult Pupils	1,315	225	921	155	12	1	1
Percent	99.97	17.11	70.03	11.78	.91	.07	.07
Special Education	445	133	224	84	1	2	1
Percent	99.96	29.88	50.33	18.87	.22	.44	.22
Other Pupils	32,352	5,880	24,147	1,791	367	32	135
Percent	99.96	18.17	74.63	5.53	1.13	.09	.41
Total Enrolled	34,112	6,238	25,292	2,030	380	35	137
Percent	99.98	18.28	74.14	5.95	1.11	.10	.40
MODOC							
Adult Pupils							
Percent							
Special Education	25	3	21			1	
Percent	100.00	12.00	84.00			4.00	
Other Pupils	1,487	45	1,359	11	2	70	
Percent	99.97	3.02	91.39	.73	.13	4.70	
Total Enrolled	1,512	48	1,380	11	2	71	
Percent	99.97	3.17	91.26	.72	.13	4.69	
MONO							
Adult Pupils							
Percent							
Special Education							
Percent							
Other Pupils	768	11	700		1	56	
Percent	99.99	1.43	91.14		.13	7.29	
Total Enrolled	768	11	700		1	56	
Percent	99.99	1.43	91.14		.13	7.29	
MONTEREY							
Adult Pupils	4,138	751	2,870	410	62	16	29
Percent	99.96	18.14	69.35	9.90	1.49	.38	.70
Special Education	800	257	406	96	14	7	20
Percent	99.99	32.12	50.75	12.00	1.75	.87	2.50
Other Pupils	51,978	9,515	36,091	3,101	1,916	82	1,273
Percent	99.96	18.30	69.43	5.96	3.68	.15	2.44
Total Enrolled	56,916	10,523	39,367	3,607	1,992	105	1,322
Percent	99.96	18.48	69.16	6.33	3.49	.18	2.32
NAPA							
Adult Pupils							
Percent							
Special Education	226	24	199		2		1
Percent	99.98	10.61	88.05		.88		.44
Other Pupils	15,892	896	14,817	12	88	20	59
Percent	99.97	5.63	93.23	.07	.55	.12	.37
Total Enrolled	16,118	920	15,016	12	90	20	60
Percent	99.97	5.70	93.16	.07	.55	.12	.37
NEVADA							
Adult Pupils							
Percent							
Special Education	64	2	61			1	
Percent	99.99	3.12	95.31			1.56	
Other Pupils	4,807	60	4,700	2	25	14	6
Percent	99.98	1.24	97.77	.04	.52	.29	.12
Total Enrolled	4,871	62	4,761	2	25	15	6
Percent	99.98	1.27	97.74	.04	.51	.30	.12

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
ORANGE							
Adult Pupils	10,691	1,202	9,263	36	149	17	24
Percent	99.97	11.24	86.64	.33	1.39	.15	.22
Special Education	4,149	905	3,112	82	38	4	8
Percent	99.97	21.81	75.00	1.97	.91	.09	.19
Other Pupils	304,481	26,039	272,345	2,019	2,932	286	860
Percent	99.98	8.55	89.44	.66	.96	.09	.28
Total Enrolled	319,321	28,146	284,720	2,137	3,119	307	892
Percent	99.96	8.81	89.16	.66	.97	.09	.27
PLACER							
Adult Pupils	384	8	361	3	7	5	
Percent	99.99	2.08	94.01	.78	1.82	1.30	
Special Education	261	49	203	4	4		1
Percent	99.98	18.77	77.77	1.53	1.53		.38
Other Pupils	19,622	1,513	17,595	84	338	81	11
Percent	99.97	7.71	89.66	.42	1.72	.41	.05
Total Enrolled	20,267	1,570	18,159	91	349	86	12
Percent	99.96	7.74	89.59	.44	1.72	.42	.05
PLUMAS							
Adult Pupils	11		1	10			
Percent	99.99		9.09	90.90			
Special Education	28		17			11	
Percent	99.99		60.71			39.28	
Other Pupils	3,240	52	2,991	85	9	103	
Percent	99.97	1.60	92.31	2.62	.27	3.17	
Total Enrolled	3,279	52	3,009	95	9	114	
Percent	99.97	1.58	91.76	2.89	.27	3.47	
RIVERSIDE							
Adult Pupils	5,100	762	4,151	123	48	10	6
Percent	99.98	14.94	81.39	2.41	.94	.19	.11
Special Education	2,294	812	1,045	409	7	18	3
Percent	99.97	35.39	45.55	17.82	.30	.78	.13
Other Pupils	96,533	16,653	73,491	5,126	530	470	263
Percent	99.98	17.25	76.13	5.31	.54	.48	.27
Total Enrolled	103,927	18,227	78,687	5,658	585	498	272
Percent	99.97	17.53	75.71	5.44	.56	.47	.26
SACRAMENTO							
Adult Pupils	11,145	873	8,704	1,038	440	26	64
Percent	99.97	7.83	78.09	9.31	3.94	.23	.57
Special Education	2,980	443	1,943	499	55	8	32
Percent	99.97	14.86	65.20	16.74	1.84	.26	1.07
Other Pupils	157,229	10,682	129,233	10,176	5,709	223	1,206
Percent	99.98	6.79	82.19	6.47	3.63	.14	.76
Total Enrolled	171,354	11,998	139,880	11,713	6,204	257	1,302
Percent	99.97	7.00	81.63	6.83	3.62	.14	.75
SAN BENITO							
Adult Pupils							
Percent							
Special Education	82	54	28				
Percent	99.99	65.85	34.14				
Other Pupils	4,655	2,380	2,181	17	61		16
Percent	99.98	51.12	46.85	.36	1.31		.34
Total Enrolled	4,737	2,434	2,209	17	61		16
Percent	99.97	51.38	46.63	.35	1.28		.33

Table 4A--Continued

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
SAN BERNARDINO							
Adult Pupils	5,709	672	4,667	311	38	18	3
Percent	99.97	11.77	81.74	5.44	.66	.31	.05
Special Education	3,673	1,277	1,883	487	7	14	5
Percent	99.97	34.76	51.26	13.25	.19	.38	.13
Other Pupils	148,687	22,702	117,837	6,973	620	282	273
Percent	99.96	15.26	79.25	4.68	.41	.18	.18
Total Enrolled	158,069	24,651	124,387	7,771	665	314	281
Percent	99.97	15.59	78.69	4.91	.42	.19	.17
SAN DIEGO							
Adult Pupils	14,266	1,290	12,694	92	118	9	63
Percent	99.98	9.04	88.98	.64	.82	.06	.44
Special Education	6,979	1,517	3,735	1,593	29	47	58
Percent	99.97	21.73	53.51	22.82	.41	.67	.83
Other Pupils	264,667	28,049	216,775	13,064	3,151	587	3,041
Percent	99.97	10.59	81.90	4.93	1.19	.22	1.14
Total Enrolled	285,912	30,856	233,204	14,749	3,298	643	3,162
Percent	99.97	10.79	81.56	5.15	1.15	.22	1.10
SAN FRANCISCO							
Adult Pupils	25,235	4,644	13,305	3,303	3,227	113	643
Percent	99.96	18.40	52.72	13.08	12.78	.44	2.54
Special Education	1,739	269	503	815	113	4	35
Percent	99.97	15.46	28.92	46.86	6.49	.23	2.01
Other Pupils	91,317	11,135	39,025	23,536	14,201	143	3,277
Percent	99.97	12.19	42.73	25.77	15.55	.15	3.58
Total Enrolled	118,291	16,048	52,833	27,654	17,541	260	3,955
Percent	99.96	13.56	44.66	23.37	14.82	.21	3.34
SAN JOAQUIN							
Adult Pupils	2,676	511	1,881	187	61	4	32
Percent	99.96	19.09	70.29	6.98	2.27	.14	1.19
Special Education	1,383	405	673	279	16		10
Percent	99.98	29.28	48.66	20.17	1.15		.72
Other Pupils	66,191	10,644	47,907	4,333	2,089	86	1,132
Percent	99.97	16.08	72.37	6.54	3.15	.12	1.71
Total Enrolled	70,250	11,560	50,461	4,799	2,166	90	1,174
Percent	99.98	16.45	71.83	6.83	3.08	.12	1.67
SAN LUIS OBISPO							
Adult Pupils	2,444	227	2,137	49	25		6
Percent	99.97	9.28	87.43	2.00	1.02		.24
Special Education	375	70	271	27	2	3	2
Percent	99.98	18.66	72.26	7.20	.53	.80	.53
Other Pupils	20,475	1,990	17,703	360	224	38	160
Percent	99.97	9.71	86.46	1.75	1.09	.18	.78
Total Enrolled	23,294	2,287	20,111	436	251	41	168
Percent	99.97	9.81	86.33	1.87	1.07	.17	.72
SAN MATEO							
Adult Pupils	9,442	994	7,865	258	241	24	60
Percent	99.97	10.52	83.29	2.73	2.55	.25	.63
Special Education	1,402	137	1,015	208	17	7	18
Percent	99.97	9.77	72.39	14.83	1.21	.49	1.28
Other Pupils	117,792	7,190	99,897	6,928	2,606	108	1,063
Percent	99.98	6.10	84.80	5.88	2.21	.09	.90
Total Enrolled	128,636	8,321	108,777	7,394	2,864	139	1,141
Percent	99.96	6.46	84.56	5.74	2.22	.10	.88

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
SANTA BARBARA							
Adult Pupils	1,571	125	1,334	71	37		4
Percent	99.97	7.95	84.91	4.51	2.35		.25
Special Education	849	340	450	44	6	6	3
Percent	99.97	40.04	53.00	5.18	.70	.70	.35
Other Pupils	57,233	9,359	45,196	1,473	853	55	297
Percent	99.97	16.35	78.96	2.57	1.49	.09	.51
Total Enrolled	59,653	9,824	46,980	1,588	896	61	304
Percent	99.97	16.46	78.75	2.66	1.50	.10	.50
SANTA CLARA							
Adult Pupils	27,269	2,346	23,890	232	639	39	123
Percent	99.98	8.60	87.60	.85	2.34	.14	.45
Special Education	3,196	1,062	1,980	107	28	5	14
Percent	99.96	33.22	61.95	3.34	.87	.15	.43
Other Pupils	245,987	38,182	197,641	3,409	5,379	279	1,097
Percent	99.97	15.52	80.34	1.38	2.18	.11	.44
Total Enrolled	276,452	41,590	223,511	3,748	6,046	323	1,234
Percent	99.96	15.04	80.84	1.35	2.18	.11	.44
SANTA CRUZ							
Adult Pupils	2,541	73	2,439	12	17		
Percent	99.98	2.87	95.98	.47	.66		
Special Education	714	194	485	21	6		8
Percent	99.99	27.17	67.92	2.94	.84		1.12
Other Pupils	25,239	3,423	20,799	194	630	37	156
Percent	99.96	13.56	82.40	.76	2.49	.14	.61
Total Enrolled	28,494	3,690	23,723	227	653	37	164
Percent	99.97	12.95	83.25	.79	2.29	.12	.57
SHASTA							
Adult Pupils							
Percent							
Special Education	351	6	316	6	1	22	
Percent	99.96	1.70	90.62	1.70	.28	6.26	
Other Pupils	19,632	298	18,838	160	21	308	7
Percent	99.96	1.51	95.95	.81	.10	1.56	.03
Total Enrolled	19,983	304	19,154	166	22	330	7
Percent	99.99	1.52	95.85	.83	.11	1.65	.03
SIERRA							
Adult Pupils							
Percent							
Special Education							
Percent							
Other Pupils	750	57	670		1	18	4
Percent	99.99	7.60	89.33		.13	2.40	.53
Total Enrolled	750	57	670		1	18	4
Percent	99.99	7.60	89.33		.13	2.40	.53
SISKIYOU							
Adult Pupils							
Percent							
Special Education	46	1	38	6		1	
Percent	99.98	2.17	82.60	13.04		2.17	
Other Pupils	9,010	246	8,160	283	28	284	9
Percent	99.98	2.73	90.56	3.14	.31	3.15	.09
Total Enrolled	9,056	247	8,198	289	28	285	9
Percent	99.96	2.72	90.52	3.19	.30	3.14	.09

Table 4A--Continued

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
SOLANO							
Adult Pupils	1,788	170	1,314	185	67	2	50
Percent	99.96	9.50	73.48	10.34	3.74	.11	2.79
Special Education	494	37	313	123	7	2	12
Percent	99.96	7.48	63.36	24.89	1.41	.40	2.42
Other Pupils	40,404	2,503	31,362	4,912	690	69	868
Percent	99.97	6.19	77.62	12.15	1.70	.17	2.14
Total Enrolled	42,686	2,710	32,989	5,220	764	73	930
Percent	99.96	6.34	77.28	12.22	1.78	.17	2.17
SONOMA							
Adult Pupils	2,591	98	2,455	9	18		11
Percent	99.98	3.78	94.75	.34	.69		.42
Special Education	607	72	496	21	6	5	7
Percent	99.97	11.86	81.71	3.45	.98	.82	1.15
Other Pupils	44,284	2,519	40,379	489	435	301	161
Percent	99.96	5.68	91.18	1.10	.98	.67	.35
Total Enrolled	47,482	2,689	43,330	519	459	306	179
Percent	99.97	5.66	91.25	1.09	.96	.64	.37
STANISLAUS							
Adult Pupils	676	63	604	4	4	1	
Percent	99.97	9.31	89.34	.59	.59	.14	
Special Education	1,142	230	856	46	6	3	1
Percent	99.97	20.14	74.95	4.02	.52	.26	.08
Other Pupils	44,844	4,637	39,325	450	244	85	103
Percent	99.97	10.34	87.69	1.00	.54	.18	.22
Total Enrolled	46,662	4,930	40,785	500	254	89	104
Percent	99.98	10.56	87.40	1.07	.54	.19	.22
SUTTER							
Adult Pupils	20		20				
Percent	100.00		100.00				
Special Education	257	33	212	3	6	2	1
Percent	99.97	12.84	82.49	1.16	2.33	.77	.38
Other Pupils	10,556	950	9,072	60	255	16	203
Percent	99.97	8.99	85.94	.56	2.41	.15	1.92
Total Enrolled	10,833	983	9,304	63	261	18	204
Percent	99.97	9.07	85.88	.58	2.40	.16	1.88
TEHAMA							
Adult Pupils	298	12	277	3	2	4	
Percent	99.98	4.02	92.95	1.00	.67	1.34	
Special Education	63	2	61				
Percent	99.99	3.17	96.82				
Other Pupils	7,017	196	6,741	10	18	45	7
Percent	99.97	2.79	96.06	.14	.25	.64	.09
Total Enrolled	7,378	210	7,079	13	20	49	7
Percent	99.97	2.84	95.94	.17	.27	.66	.09
TRINITY							
Adult Pupils	18		18				
Percent	100.00		100.00				
Special Education							
Percent							
Other Pupils	1,938	12	1,884	1	8	33	
Percent	99.98	.61	97.21	.05	.41	1.70	
Total Enrolled	1,956	12	1,902	1	8	33	
Percent	99.97	.61	97.23	.05	.40	1.68	

	Total	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other Non-White
TULARE							
Adult Pupils	1,792	592	1,107	43	13	2	35
Percent	99.97	33.03	61.77	2.39	.72	.11	1.95
Special Education	1,022	393	541	79	2	4	3
Percent	99.97	38.45	52.93	7.72	.19	.39	.29
Other Pupils	47,744	13,070	32,711	944	490	261	268
Percent	99.97	27.37	68.51	1.97	1.02	.54	.56
Total Enrolled	50,558	14,055	34,359	1,066	505	267	306
Percent	99.95	27.79	67.95	2.10	.99	.52	.60
TUOLUMNE							
Adult Pupils	154	12	142				
Percent	99.99	7.79	92.20				
Special Education	64	6	56			2	
Percent	99.99	9.37	87.50			3.12	
Other Pupils	4,224	162	3,975	10	10	60	7
Percent	99.97	3.83	94.10	.23	.23	1.42	.16
Total Enrolled	4,442	180	4,173	10	10	62	7
Percent	99.97	4.05	93.94	.22	.22	1.39	.15
VENTURA							
Adult Pupils	6,091	1,288	4,529	160	109		5
Percent	99.97	21.14	74.35	2.62	1.78		.08
Special Education	1,358	535	762	51	3	3	4
Percent	99.98	39.39	56.11	3.75	.22	.22	.29
Other Pupils	88,834	14,659	71,340	1,602	886	65	282
Percent	99.97	16.50	80.30	1.80	.99	.07	.31
Total Enrolled	96,283	16,482	76,631	1,813	998	68	291
Percent	99.97	17.11	79.58	1.88	1.03	.07	.30
YOLO							
Adult Pupils	292	51	236		4		1
Percent	99.98	17.46	80.82		1.36		.34
Special Education	329	109	200	15		2	3
Percent	99.98	33.13	60.79	4.55		.60	.91
Other Pupils	19,228	2,861	15,660	238	314	49	106
Percent	99.97	14.87	81.44	1.23	1.63	.25	.55
Total Enrolled	19,849	3,021	16,096	253	318	51	110
Percent	99.97	15.21	81.09	1.27	1.60	.25	.55
YUBA							
Adult Pupils							
Percent							
Special Education	133	17	100	14	2		
Percent	99.98	12.78	75.18	10.52	1.50		
Other Pupils	11,613	493	10,288	528	207	59	38
Percent	99.97	4.24	88.59	4.54	1.78	.50	.32
Total Enrolled	11,746	510	10,388	542	209	59	38
Percent	99.97	4.34	88.43	4.61	1.77	.50	.32